

L.G.



Monmouth College

MONMOUTH, ILLINOIS

CATALOG

1972 - 1973

FOR ADMISSIONS INFORMATION
WRITE TO:

DIRECTOR OF ADMISSIONS
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Monmouth's Philosophy

A few years ago, the faculty at Monmouth College adopted the following statement of purpose. This statement expresses well the goals to which this institution is committed:

“Monmouth College, as a liberal arts college, proposes to provide basic knowledge and inspiration to assist young men and women in gaining an understanding of the world in which they live.

The curriculum is designed to provide a broad understanding of the physical world, of human society, the arts, and the world of ideas; to provide an atmosphere in which the student is encouraged to develop initiative, responsibility, intellectual inquiry and self-confidence, a sense of value, creativity and a desire to continue a lifelong quest for knowledge; to provide the students with a foundation for entry into the world of industry and commerce, the various professions, or graduate study.

The concern of Monmouth College is with the individual student; his mind, his aspirations, and his ideals. Within an intellectual and cultural environment in which Christian ideals are affirmed, the college aims to train highly effective young men and women who will in turn render a service to society.”

This statement is translated into programs in the following pages, programs that depict the curricular and extra-curricular activities of Monmouth College. The curricular programs differ from those in the previous catalog because the faculty continues to put into academic terms the implications for education and personal development manifested by societal change. Not only has course content changed, but both the curriculum and the academic regulations have become more flexible and less restrictive. The extra-academic life at Monmouth is also evolving. For several years students have held positions on committees dealing with the curriculum and academic regulations and have been able to attend general meetings of the faculty. And students are assuming an increasingly greater role in governing social and extra-curricular affairs.

But no statement of purpose can be fully realized only through abstract formulation. The living student must encounter the living reality of the college before these goals are truly fulfilled. This catalog offers a blueprint; the completed structure of an education will be realized only after repeated student-student, student-faculty interaction. Thus the material in these pages is potential only; it is the task of each student to make Monmouth College a meaningful experience for himself.

FIRST TERM, 1972

September 6	Wednesday	Orientation begins
September 13	Monday	Registration
September 13	Monday	Classes begin, 1:00 p.m.
November 17	Friday	Classes end
November 18, 20, 21, 22	Saturday, Monday Tuesday, Wednesday	Exams

SECOND TERM, 1973

January 3	Wednesday	Classes begin
March 9	Friday	Classes end
March 10, 12, 13, 14	Saturday, Monday Tuesday, Wednesday	Exams

THIRD TERM, 1973

March 4	Wednesday	Classes begin
May 25	Friday	Classes end
May 26, 28, 29, 30	Saturday, Monday Tuesday, Wednesday	Exams

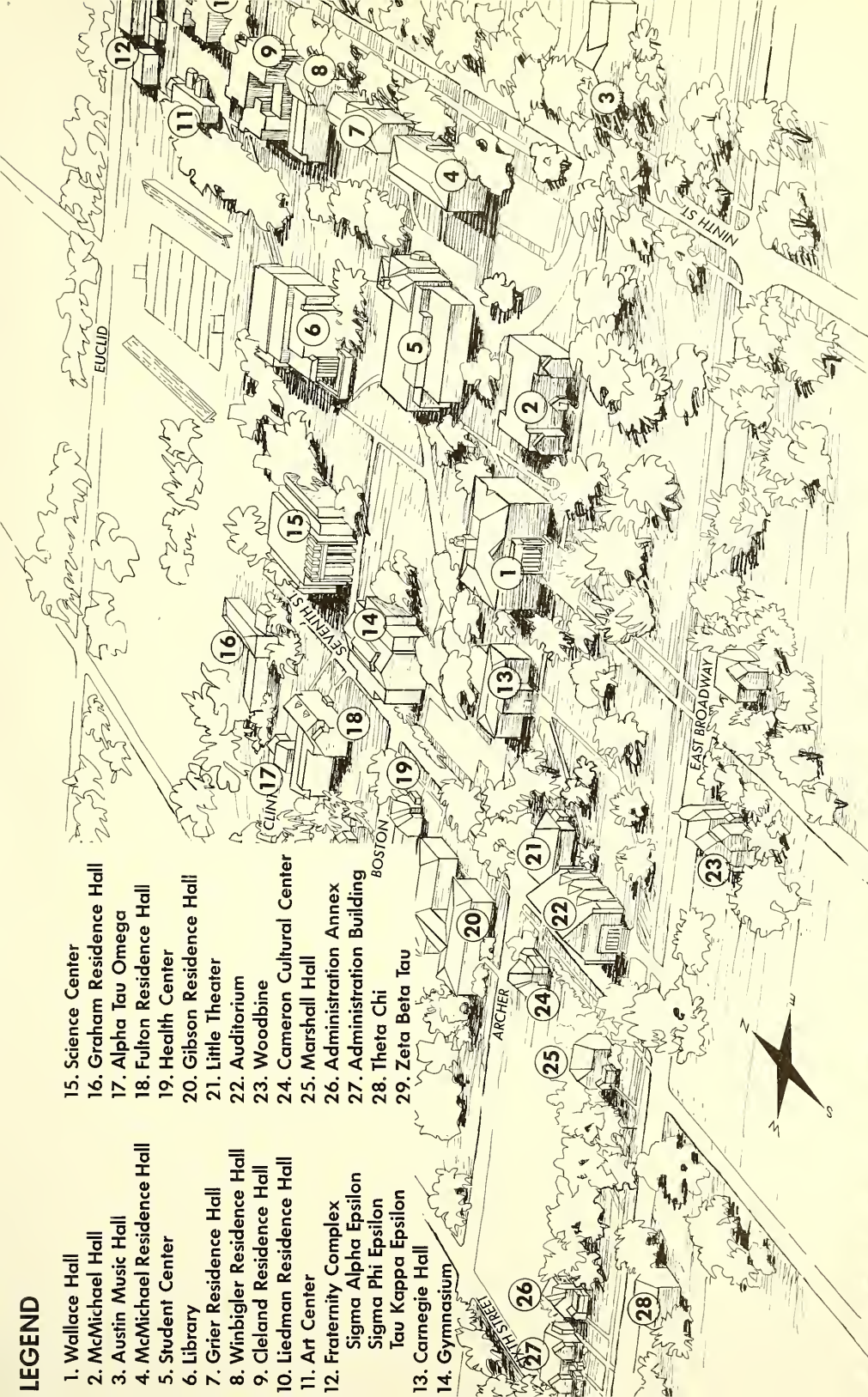
Commencement Weekend: Saturday, Sunday, June 2, 3, 1973

Monmouth . . . at a glance

Location:	Monmouth, Ill. (180 miles west of Chicago)
Founded:	1853
Enrollment:	1,100
Affiliation:	Associated Colleges of the Midwest United Presbyterian Church, U.S.A.
Accreditation:	North Central Association of Colleges and Secondary Schools American Chemical Society American Association of University Women Association of American Colleges and Universities
Characteristics:	Liberal Arts Co-educational Private Residential
Fraternities:	Alpha Tau Omega; Sigma Alpha Epsilon; Sigma Phi Epsilon; Tau Kappa Epsilon; Theta Chi; Zeta Beta Tau
Sororities:	Alpha Xi Delta; Kappa Delta; Kappa Kappa Gamma; Pi Beta Phi
Honor Societies:	Sigma Omicron Mu; Alpha Lambda Delta; Phi Eta Mu; Mortar Board; Beta Beta Beta; Eta Sigma Phi; National Collegiate Players; Phi Alpha Theta; Phi Alpha Nu, Pi Kappa Delta; Sigma Delta Pi; Sigma Tau Delta; Pi Gamma Mu, Blue Key; Tomahawk
Special Programs:	Argonne Semester; Arts of London and Florence; Business Internship; Costa Rican Development; East Asian Studies; East Asian Studies in Japan; Three-two Cooperative Engineering; Executive in Residence; Experiment in International Living; Freshman Honors Program; Geology in the Rocky Mountains; High School Seniors' Honor Program; India Studies Program; Junior Year Abroad; Junior Year in Puerto Rico; Newberry Humanities Seminar; Reserve Officers Training; Urban Studies Program; Urban Teaching Semester; Washington Semester; Washington House; Wilderness Field Station
Athletics:	Midwest Athletic Conference Varsity Competition: football, cross country, basketball, swimming, wrestling, baseball, track, golf and tennis

LEGEND

1. Wallace Hall
2. McMichael Hall
3. Austin Music Hall
4. McMichael Residence Hall
5. Student Center
6. Library
7. Grier Residence Hall
8. Winbigler Residence Hall
9. Cleland Residence Hall
10. Liedman Residence Hall
11. Art Center
12. Fraternity Complex
 - Sigma Alpha Epsilon
 - Sigma Phi Epsilon
 - Tau Kappa Epsilon
13. Carnegie Hall
14. Gymnasium
15. Science Center
16. Graham Residence Hall
17. Alpha Tau Omega
18. Fulton Residence Hall
19. Health Center
20. Gibson Residence Hall
21. Little Theater
22. Auditorium
23. Woodbine
24. Cameron Cultural Center
25. Marshall Hall
26. Administration Annex
27. Administration Building
28. Theta Chi
29. Zeta Beta Tau



THE MONMOUTH COLLEGE CAMPUS



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MONMOUTH



THE COLLEGE TODAY

The 1,100 students enrolled at Monmouth College are actively involved in an exciting educational experience that is acutely relevant to a world and society of which they are an integral part. Course work is structured so that the learning experience will make a genuine personal difference in the life of each student so that the student in turn will have a positive and constructive influence on the society in which he lives.

The key to the success of Monmouth College is its faculty which has as a primary goal the teaching of young people in an environment where students and teachers are closely identified.

Monmouth ranks today as one of the nation's leading liberal arts colleges. In *Doctorate Recipients from United States Universities, 1958-1966*, Monmouth was ranked among the top 28 liberal arts colleges in the nation in the number of graduates who received the Ph.D. degree from 1920 to 1966. The College is among the top nine liberal arts colleges in the nation in the number of graduates who received the Ph.D. degree in chemistry from 1920 to 1966.

For the past several years approximately one-third of Monmouth College's graduates have enrolled in full-time graduate programs and another one-third have accepted teaching positions. Monmouth graduates are now pursuing graduate work in some 75 graduate and professional schools.

119 YEARS

Monmouth College was founded in 1853 by a group of citizens of the city of Monmouth. The College has perpetuated the pioneering spirit of optimism and vigor. It was one of the first colleges in the nation to admit women on an equal basis with men, and one of the first in the

Midwest to be accredited for the preparation of chemists by the American Chemical Society. Monmouth is a founding member of the Associated Colleges of the Midwest, a consortium of 12 outstanding liberal arts colleges* in Colorado, Iowa, Illinois, Minnesota, and Wisconsin. These independent colleges similar in size, organization, and purpose work together today in various undertakings to increase their educational effectiveness.

From 1853 to 1856 the school functioned as a preparatory school, but later that year the state legislature granted it a collegiate charter. The first president of Monmouth College was David A. Wallace, elected in 1856. While he was president, in 1867, the nation's first national sorority, Pi Beta Phi, was founded at the College. Three years later, Kappa Kappa Gamma was founded by Monmouth College coeds.

Wallace resigned in 1878 and was succeeded by Jackson Burgess McMichael. Under his administration new departments were added, classrooms and laboratories were better equipped, and the size of the faculty was increased.

Reverend Samuel Ross Lyons took the president's gavel in 1898 and then in 1903, as Monmouth College was beginning its second fifty years in the field of higher education, Thomas Hanna McMichael, the son of the second president, became the fourth president. McMichael served as president of Monmouth College for 33 years.

Dr. James Harper Grier, pastor of the Second United Presbyterian Church in Monmouth, was chosen to succeed McMichael in 1936.

Grier remained president until 1952 when Dr. Robert W. Gibson assumed the leadership of the College. During the Gibson years the Student Center and Graham Hall were constructed.

After Gibson's retirement in 1964, Dr. Duncan Wimpless was inaugurated. During his

*Beloit College, Carleton College, Coe College, Colorado College, Cornell College, Grinnell College, Knox College, Lawrence University, Macalester College, Monmouth College, Ripon College, St. Olaf College.

six-year tenure the pace of progress was impressive. Three new dormitories, an imaginative fraternity complex, the Haldeman-Thiessen Science Center, and the Hewes Library were added to the physical plant. Dr. Wimpres resigned in June, 1970, to become president of Trinity University.

Dr. Richard D. Stine assumed the presidency of Monmouth College on September 1, 1970. Prior to coming to Monmouth, he was associated with the educational consulting firm of Heald, Hobson and Associates, Incorporated in New York. He served the University of Pennsylvania, his alma mater, for 12 years in the areas of development and public relations.

Monmouth College continues to seek new ways to challenge its students. The adoption of the three-term, three-course curriculum adds new dimension to the traditional liberal arts experience in an untraditional way. Under the three-three program the academic year is divided into three 11-week terms. The Satisfactory-Unsatisfactory grading option allows a student to explore courses without fear of adverse effect on his grade-point average. Special programs bring the world to the campus through opportunities in a variety of fields of study conducted in places such as Costa Rica, Japan, Washington, D.C., Chicago, the Quetico-Superior National Wilderness Field Station, and the Argonne National Laboratory.

THE MONMOUTH STUDENT

There is opportunity at Monmouth College for each student to actively involve himself in a wide range of worthwhile endeavors.

Students at Monmouth lend their executive talents to a number of joint faculty-student-administrative committees including the important Community Life Committee, which has the responsibility for continuing examination of the college's social policies; the Student Judicial Board, which has the responsibility of the administration of discipline; the Communications Board, which manages the finances and selection of media coordinators for the campus radio station, WMCR; the student newspaper, the *Oracle*; the

College annual, the *Ravelings*; and the literary magazine, the *Piper*. In addition, Monmouth College students are represented on faculty committees including the Curriculum Committee which helps plan the academic program of the college. Students have the opportunity to attend regular faculty meetings and three representatives of the Student Association participate in the meetings of the Monmouth College Senate, the governing board of the College.

For several years the Student Association of the College has allocated fees paid by all students to various student organizations, including the Student Center Board, the Communications Board, and the Student Convocations Committee. Thus the financial responsibility for programming on the campus resides in the hands of students.

Under the auspices of the Student Association Convocations Committee and various other groups, a number of prominent guest lecturers have been invited to the campus in recent years. Most recently the following speakers have appeared: Abe Fortas, former Supreme Court Justice, Joseph Heller, author of *Catch 22*, Paul Simon, Lt.-Governor of Illinois, Leonard Weinglass, Junior defense attorney for the "Chicago 7" trial, Robert Welch, founder and president of the John Birch Society, Linda Jenness, President of the Socialist Workers Party, and David Harris, former Student Body President at Stanford University and anti-war advocate. In addition to speakers brought to the campus by the Student Convocations Committee, several speakers, as well as musical and dramatic organizations, appear on the campus under the auspices of the Concert-Lecture series and as guests of Academic Departments.

Monmouth College students assist in the work of the Warren Achievement School for the Handicapped as teachers' aids, helping teach basic physical and mental skills. The program of the Jamieson Center, a local neighborhood youth assistance center, would be severely limited without the thousands of volunteer hours of service provided by Monmouth College students.

During Christmas vacation each year a group of student and faculty members spend the better part of a week in an urban area studying

firsthand the problems of inner city environment. Under the sponsorship of the Chaplain of Monmouth College, the Rev. Paul McClanahan, study groups have studied problems of the Indian minority in Minneapolis and Spanish Americans living in Chicago's inner-city.

The Student Center provides a focal point for student life on the Monmouth College campus. Offered at the Student Center are social and cultural programs, planned and budgeted by the Student Center Board of Directors. Physical facilities in the Student Center are available for activities ranging from bowling and billiards to music.

The Alpha chapters of the nation's first two sororities, Pi Beta Phi and Kappa Kappa Gamma, are located on campus. Other sororities at Monmouth College are Alpha Xi Delta and Kappa Delta. The fraternities are Alpha Tau Omega, Tau Kappa Epsilon, Theta Chi, Sigma Alpha Epsilon, Sigma Phi Epsilon, and Zeta Beta Tau.

Religious Life

Throughout its history, Monmouth College has retained an affiliation with the church of its founders, today the United Presbyterian Church, U.S.A. Many demoninations are represented among the students and faculty and the College Chaplain encourages students to associate with a local church of their choice while at Monmouth.

In accepting the responsibility of challenging each student to explore the spiritual dimensions of life, the College actively supports college-community cooperation in ecumenical programs to attract religious leaders of many faiths to the campus and community. Furthermore, the College encourages local clergy to design spiritual programs which are contemporary and meaningful to today's student.

No attempt is made to intrude on or change a student's religious or spiritual beliefs. However, the College and the Chaplain provide opportunities for students to be exposed voluntarily to leading interpreters of religious thought through seminars, lectures, and personal counseling.

Athletics

Monmouth is a member of the Midwest Intercollegiate Athletic Conference which maintains competition at the varsity level among 10 of the institutions in the Associated Colleges of the Midwest. Monmouth's "Fighting Scots" battle in nine varsity sports: football, cross country, basketball, swimming, wrestling, baseball, track, golf, and tennis. In addition, soccer competition with several colleges and universities is on a club basis.

Freshmen are eligible to compete in all varsity sports. Monmouth has a proud record of support for its athletic teams, and approximately one of every four men participate in intercollegiate athletics.

The Women's Extramural sports program includes competition in basketball, softball and volleyball with other Illinois universities and colleges.

Intramurals

The intramural sports program provides an opportunity for every student to participate in some type of competitive sports activity as regularly as his interest, ability, and time will permit. Students representing dormitories, fraternities, sororities, and independents are organized into teams competing for trophies and awards.

Activities include: archery, badminton, baseball throw, basketball, billiards, bowling, cross country, decathlon, football, free throws, golf, handball, punt football, softball, swimming, table tennis, tennis, volleyball, and wrestling.

Recreation

The department encourages the widest possible use of its facilities and staff in supporting the recreational needs and interest of the college community. The gymnasium is reserved for recreational activities at specified times throughout each term.

Student Organizations

"M" Club

The varsity letter winners of Monmouth College



join together in the "M" Club in order to promote team work and sportsmanship in all athletic events.

Soccer Club

Soccer enthusiasts and those interested in learning soccer are encouraged to participate in this exciting sport. The club competes regularly against Knox and other colleges in the midwest.

Dolphin Club

The Dolphin Club is an organization for women who have a special interest in aquatics. To obtain membership one must pass the Dolphin requirements. The club presents a bi-annual water show in the fall and spring.

Departmental Clubs

Departmental clubs are organized for the benefit of students with interests in particular fields of study. The American Chemical Society, and the Clio (History), French, German, Spanish, Psychology, and Sociology Clubs are open to all students.

Crimson Masque

Crimson Masque is the College dramatic society. Three or four full-length plays plus experimental one-acts are produced under its auspices each year. Membership is open to any interested student and no previous dramatic experience is necessary.

Collegium Musicum

The Collegium Musicum is an organization consisting of instrumentalists and vocalists dedicated to the performance of old or seldom played music. This ensemble has gained notice for the reintroduction of older instruments such as the recorder and harpsichord.

Monmouth College Highlanders

In keeping with Monmouth College's Scottish tradition, a bagpipe band was created in 1956. The band, with its complement of Highland Dancers, performs at school and off-campus activities. New members—pipers, drummers, dancers—are welcome at any time.

Black Action and Affairs Council

The BAAC promotes a desire for higher academic achievement, a better social acceptance within the College, and good fellowship within its membership. Membership is open to any person affiliated with Monmouth College, with an understanding of an effective black brotherhood, sharing mutual black interests, and a desire for black unity.

International Club

Membership is open to all interested in participating in programs that further the causes of better international relations.

Politics Club

The Politics Club is open to anyone with an interest in government or related fields. A variety of campus seminars have been planned for the 1972-73 academic year involving a number of state and local government officials.

Economics and Business Club

With the assistance of the faculty, the officers of the Economics and Business Administration majors plan programs of interest and frequently invite students and faculty of other departments to attend. The programs frequently cross departmental lines and provide general challenge and interest. Programs have included presentation of student papers; discussions of careers by graduates, and reviews of business problems and activities by corporate officers.

Honorary Organizations

Sigma Omicron Mu

Sigma Omicron Mu is the upperclass honorary scholastic fraternity on campus. To be eligible for membership, one must have completed 24 term courses, 12 of which must have been taken at Monmouth or on a Monmouth-sponsored program, with a grade-point equivalent to an (A) in 19 courses and a (C) in the other five.

Alpha Lambda Delta

This is the national honorary scholastic fraternity for outstanding freshmen women. To gain

membership, a freshman woman must earn a 3.5 average during the first term, or a cumulative 3.5 average at the end of second or third terms.

Phi Eta Mu

This is the freshmen men's honorary scholastic fraternity. Any freshman man is eligible who has attained a 3.5 grade-point average at the end of his first term, or a 3.5 cumulative grade-point average at the end of second or third terms.

Mortar Board

Mortar Board is a national honorary senior women's society. Qualifications include leadership, service, and scholarship. Election is held in the third term of the junior year.

Beta Beta Beta

This is the national honorary biology society. Membership is open to those students who meet the necessary grade and course requirements.

Eta Sigma Phi

Eta Sigma Phi is the international college classics honorary fraternity. Membership is open to those undergraduates who have maintained a 3.0 grade average in college Latin or Greek.

National Collegiate Players

Membership in the Monmouth College chapter of National Collegiate Players is open to juniors and seniors who have outstanding records of dramatic participation and are in the upper 30% of their graduating class.

Phi Alpha Theta

This is the international honorary history fraternity on campus. Beta Phi chapter promotes the diligent study and evaluation of history. Membership is open to upperclassmen who meet its high scholastic requirements.

Pi Kappa Delta

Pi Kappa Delta is a national honorary forensic fraternity, whose purpose is to stimulate prog-

ress in and to further the interests of inter-collegiate speech activities and communication.

Sigma Delta Pi

Sigma Delta Pi is the national Spanish fraternity whose purpose is to further knowledge and interest in Hispanic culture. Membership requires the completion of a 300 course in Spanish at Monmouth, with a minimum grade average of B in all Spanish courses. In addition, the over-all average must be at least 2.6.

Sigma Tau Delta

Sigma Tau Delta is a national English fraternity which fosters creative writing and appreciation of good literature.

Pi Gamma Mu

The national social science honor society Pi Gamma Mu grants the privilege of membership to those who have shown unusual interest and aptitude in the study of the social sciences.

Blue Key

Blue Key is the honor fraternity for junior and senior men of outstanding character and ability who have won campus distinction for service, leadership, and scholarship.

Tomahawk

The Monmouth Sioux chapter of Tomahawk, a national service and scholastic honorary for unaffiliated students, promotes social and service activities among the campus and community.

Student Services

The advising and counseling of each student is primarily in the hands of his faculty adviser, assisted by the personnel deans, the Chaplain, and a clinical psychologist. In many ways mature students are helpful to students who are just beginning college, and therefore student counselors are located in all areas in the halls where freshmen are assigned.

An orientation program is scheduled before the start of classes each fall to provide entering students with information about classes, cur-

riculum, residence hall living, student organizations, and student life, and to help them to meet new classmates and faculty members.

Both students and alumni are assisted in obtaining employment through the Career Development Office. This office maintains a library of career materials and offers vocational counseling. Recruiters from industry, school systems, federal and state government, and the military come to campus during the year for the purpose of interviewing students.

The Director of Student Aid administers an extensive program of college scholarships and loans, National Defense Loans, Educational Opportunity Grants, and the 350-odd student jobs on the campus.

The Health Service provides a well-equipped infirmary and liaison with the new Monmouth Community Memorial Hospital. Physicians and nurses staff the services and are available for treatment of minor illnesses as well as for emergencies. Full details of the Health Service program are given to students and their parents at the beginning of the College year.

THE CAMPUS

The Monmouth College physical plant is continually being expanded and improved; the Haldeman-Thiessen Science Center and Hewes Library are the most recent additions to the Monmouth campus building program. Three new residence halls and the three-fraternity complex have been completed since 1965. Graceful residences surround the campus, which is only a ten minute walk from the local theater, shopping district, and public library. Monmouth's campus is conveniently arranged so the student can walk to any other campus building within a few minutes.

Academic Buildings

For over sixty years students at Monmouth College have prepared for the demands of modern society in *Wallace Hall*, the main academic building on the campus. It contains classrooms, faculty offices, faculty and student lounges, a language laboratory, and study carrels.



The new *Hewes Library*, completed in 1970, has space for over 300,000 volumes. It is fully carpeted and air-conditioned and contains seminar areas, study carrels, study rooms for individual faculty members, and features a reading terrace for outdoor study during warm weather. Approximately 10,000 volumes are selected each year by faculty members and the Library's staff to provide for new courses, to make recently published works of importance available, and to enrich the collection which now includes some 120,000 bound volumes. More than 800 American and foreign periodicals are currently received, and the Library is a selected depository for government documents. Other materials include phonograph records, microfilm and pamphlets.

The Library, open 94 hours a week, participates in co-operative programs with Knox College in Galesburg and the Warren County Public Library in Monmouth making an additional 190,000 volumes available to Monmouth students without charge. The Library is linked by teletype with other ACM libraries and with a central periodical bank in Chicago. Photocopies of articles from over 1,500 periodicals can usually be obtained within 48 hours.

The new *Haldeman-Thiessen Science Center*, completed in the fall of 1970, contains lecture rooms, laboratories for biology, chemistry, geology, physics, and psychology, faculty offices and a science library room. The building is air-conditioned and is constructed with laboratories and lecture rooms radiating from the central utility core.

The former library, now *Carnegie Hall*, has been converted to include offices for faculty, student personnel deans, and the student newspaper, the *Oracle*. The college bookstore is also housed in Carnegie; additional classroom space is available as well.

The *College Auditorium* on the southwest corner of the campus is used for all major lectures, music, and religious events. *Austin Hall*, home of the music department, contains practice rooms, classrooms, record and music library, and faculty offices. Located on the east side of the campus is the *Art Center*, with library, foundry, gallery, painting, drawing and

printing-making studios. College theatrical productions are held in the *Little Theatre* or in the *Red Barn East*, a small experimental theatrical space located in Carnegie Hall.

In the summer of 1969 the Biology Department of Monmouth College established an *Ecological Field Station* on certain backwaters of the Mississippi River near Keithsburg, Illinois. The location of this site is just 30 minutes from the campus which makes it convenient for teaching purposes. This classroom-laboratory in the field has strengthened the ecological aspect of the academic program. It is also used for other biology courses, independent study and for student-faculty summer research projects. The Ecological Field Station is a cooperative project involving the National Science Foundation, the U.S. Corps of Engineers and Monmouth College.

Residence Halls

Monmouth subscribes to the concept that the residential experience is an integral part of one's education and personal development. Living on campus offers educational and social benefits of lifetime consequence. Within recent years Monmouth has done much to extend the range of living style options available to students as a logical outgrowth of the College's philosophy which recognizes the individuality of students. Each hall on the Monmouth campus has developed its own distinct identity and living styles.

McMichael Hall, the oldest residence hall on campus, has been the home of nearly every woman student attending Monmouth since 1915. It was the freshman hall for women until last year when nearly one-half of the residents requested to remain in *McMike* their sophomore year. The spacious rooms, its proximity to classrooms and the Student Center, and its many legends provide a special charm. *Grier Hall*, built in the Georgian tradition, is another choice of the student who prefers the traditional in decor. It is fully carpeted and has elegant living rooms designed for socializing and entertaining guests. *Liedman Hall*, the newest of the women's halls, is modern in design and is built on the "cluster concept" which avoids the long



corridors and fosters the development of small social units.

For men, *Fulton* and *Graham Halls* are the traditionally built dorms. Having a high composition of freshmen, programs are designed to provide social, recreational, and cultural programs to integrate new students into the mainstream of college life. *Cleland Hall*, features rooms with private outside entrances which eliminates the corridors and floor bathrooms, is available for both upperclass men and women.

The *Fraternity Complex*, opened in 1966, houses 3 of the 6 national fraternities on campus. The other fraternities maintain houses adjacent to the campus.

The latest statement on housing, as established by the Senate of the College, and consistent with the residential college concept, is that all students must live on campus, except for those who are married or living with their immediate families in the Monmouth area. Each year housing policies, arrangements for room selection, living styles, and programs are developed with the assistance of a student-faculty-administrative committee.

Athletic Facilities

The *Gymnasium*, completed in 1925, is the central building for Monmouth's diversified athletic and physical education program. The

Gymnasium includes a basketball court, the *Waid* swimming pool, handball court, faculty offices, and exercise room with a universal gym. Dressing rooms and training rooms for the football and wrestling teams are located on the east side of the campus. Near the gymnasium are facilities for football, archery, tennis, and intramural sports.

Quinby House

Quinby House, the home of the Ivory Quinby family for three generations, is now the official residence of the College President. The stately two-story structure, given to the College in the summer of 1965, stands as a monument to the College's pioneering past. The Quinby family was represented on the College Senate almost continuously from 1853, the date of the College's founding, until 1968.

Student Center

The *Student Center* is a popular gathering place with its dining room, snack bar, game room, student radio station, conference rooms, and Coffee House.

More than 80 students serve on the committees which operate the Center, including members of the Monmouth Community Activities Board.





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ACADEMICS



THREE-THREE PROGRAM

The three-term, three-course curriculum, adopted in the fall of 1962, has given depth to the educational goals of Monmouth College. The three-three program divides the academic year into three 11-week terms rather than the traditional two 16-week semesters. Terms end at Thanksgiving, mid-March (followed by spring vacation), and early June. A student normally takes three courses per term. Thirty-six term courses are required for graduation.

ACCELERATION

Although the standard length of time needed for graduation in the three-three program is four academic years, a number of possibilities exist for the student to complete his degree work in less than four years.

Interim terms

In addition to the basic three-three calendar, the college offers additional courses in an intensive study term during the Thanksgiving-Christmas interim and in a summer session in June and July.

Credit by Examination

A student in good academic standing may earn credit in a course by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to prove mastery of the course. Further description of this program can be found on page 85.

Fourth Course

A student is permitted to register for a total of four term courses if he has achieved at least a 3.00 grade-point average in each of the two preceding terms or if he has a cumulative average of at least a 3.00. A senior in good academic standing can register for four courses if he is:

- (a) within four courses of graduation; or
- (b) within six courses of graduation at the beginning of third term and plans to attend summer school.

Advanced Placement

Students who have successfully completed advanced placement courses in high school may receive college credit for this work.

REQUIREMENTS FOR GRADUATION

Monmouth offers the Bachelor of Arts degree. Requirements are designed to encourage each student to explore the major areas of the liberal arts and to examine intensively his field of interest.

A student qualifies for the A.B. degree by earning a grade-point average of 2.0 (C) or better in a total of 36 term courses and by taking the specified distribution requirement courses. Each student must select either a departmental, divisional, or topical major and must earn a grade of C or better in each course counted toward this major. The last nine courses must be taken at Monmouth College.

Distribution Requirements

Distribution requirements help a student acquire a broad liberal arts education and discover his aptitudes and interests. Through these requirements, usually fulfilled during the first two years, the student is introduced to the many areas of human knowledge and to the methods of scholarly investigation. A student may satisfy any of the distribution requirements by passing an examination covering the work in the required courses.

LANGUAGE AND COMMUNICATION

Each student must meet the requirement in Language and Communication by successful completion of one of the following alternatives:

- A. Two term courses: Man and His Language; Man and His Communication.
- B. Two term courses, one from each of two of the following three areas:
 - English 101
 - Foreign Language: A modern foreign language at the 102 level, Latin 100,

or Classics 224. A language other than those currently taught at Monmouth College can be substituted if proper examination procedures can be arranged. In these cases proficiency would be at the 102 level.

Speech Communication: 101, 120, 203, 205, 210, 303, or designated 250.

NATURAL SCIENCES AND MATHEMATICS. Three Term Courses

Biology, Chemistry, Geology, Physics, and Mathematics: Three term courses from at least two departments, including two term courses with laboratory.

SOCIAL SCIENCES AND HISTORY. Three Term Courses.

Economics and Business Administration, Government, History, Psychology, and Sociology: Three term courses from at least two departments.

HUMANITIES AND FINE ARTS. Four term courses.

Literature (including Modern Foreign Language 203 or 300 and above), Classics (at the 200 level or above, excluding 224), Philosophy, Religious Studies, and Fine Arts (Music, Art, or Theatre Arts): Four term courses at least one term course from each of three areas listed above.

Departmental Major

A departmental major consists of a minimum of eight term courses in one department. A department may require of its majors a comprehensive examination, a senior thesis, or other work, including the graduate record examination.

Divisional Major

A divisional major consists of a minimum of 12 term courses in one division (at least six of which must be at the 300 or 400 level). The program for the divisional major must be approved by co-advisers from two departments within the division.

Topical Major

A topical major consists of a minimum of 12 term courses (at least six of which must be at the 300 or 400 level) chosen from two or more departments as a group of studies linked together by a special theme or field of interest. The program for the topical major must be approved by the Petitions and Academic Status Committee and will be under the direction of an adviser appointed by the committee. Requests for topical majors should be filed at least one year before the expected graduation date.

Seminars and Individual Study

Most departments require each student, during the junior or senior year, to investigate a topic on an individualized basis. This can be either individual work under faculty supervision or off-campus and foreign study of an independent or semi-independent nature. Each academic department has a seminar program at the upperclass level.

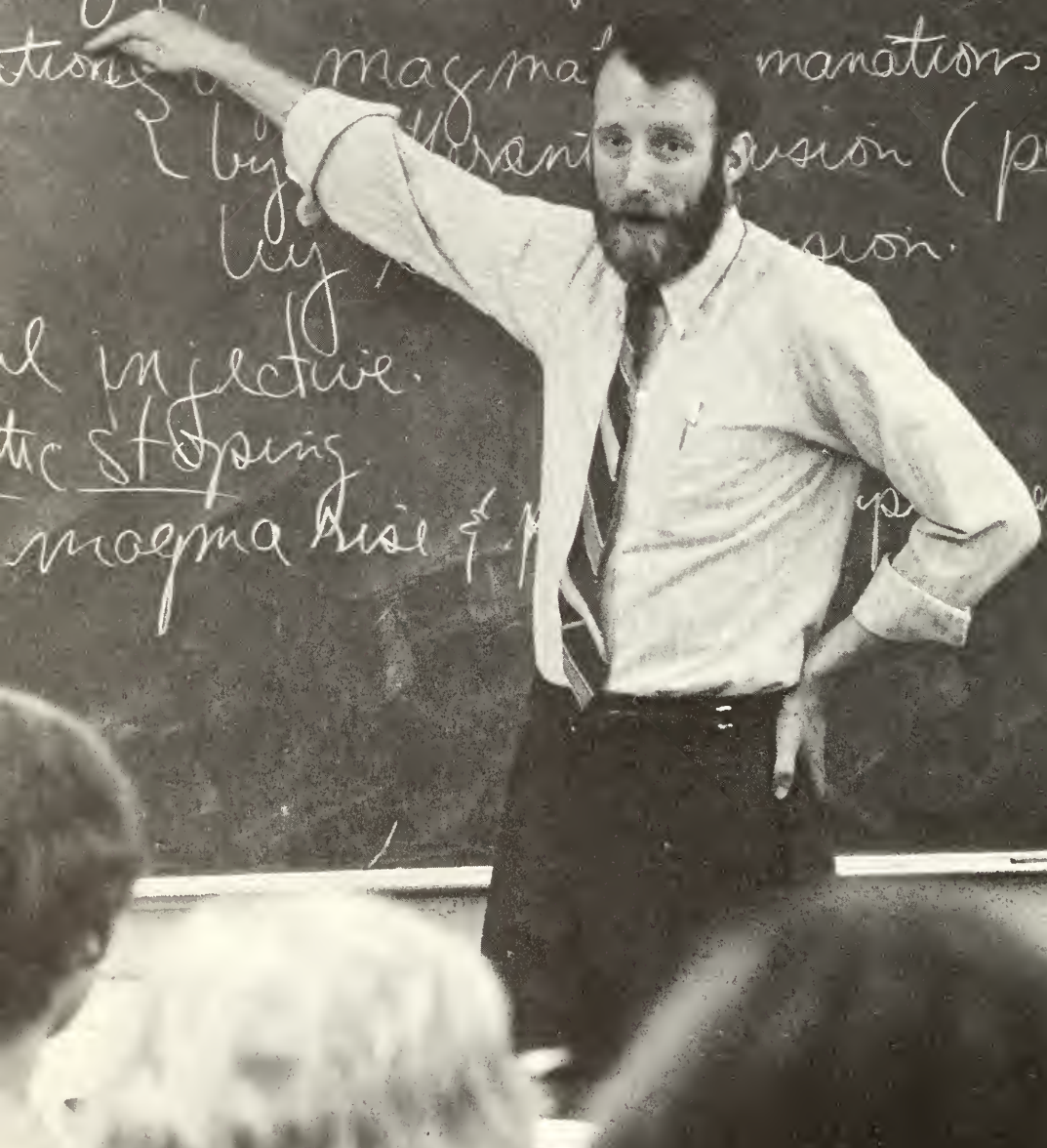
SPECIAL STUDY PROGRAMS

Monmouth College offers special study programs in a variety of academic fields. Most of these programs carry full academic credit and involve off-campus study in geographic areas ranging from Japan to the Quetico-Superior wilderness in Minnesota.

Argonne Semester*

In cooperation with the Argonne National Laboratory, students and faculty study and do research in the fields of biology, chemistry, and physics at the Argonne National Laboratory. Amid campus-like surroundings 25 miles southwest of Chicago, students serve as paid research assistants, conduct original research, and participate in seminars in their major fields and in an inter-disciplinary seminar directed by ACM faculty members. The length of the program is six months, and junior or senior status is a prerequisite for admission.

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Arts of London and Florence*

This program is designed as a general education program in the arts—painting, sculpture, architecture, symphonic music, ballet, opera, theatre. Students spend seven weeks each in London and Florence undertaking two courses in each locale. One course provides credit in an art subject; the other is in history or literature. Classroom instruction is supplemented by visits to museums, attendance at concerts and plays, and surface travel between the two cities.

Business Internship Program

Between the junior and senior years the Monmouth College Business Internship Program is available and recommended for those who can take advantage of it. The student spends 10 weeks on the job in the office of the president of a corporation or of some designated executive who has assumed the responsibility of providing the unusual opportunity for the union of the classroom and the business world. In addition to engaging in a serious learning experience with top level, seasoned executives, the student undertakes to perform a job which results in mutual benefit to the company and to the student. The student earns a salary during the internship and also earns course credit for the research report or special study undertaken in connection with the internship. The Chicago Chapter of the Young President's Organization maintains an exclusive arrangement with Monmouth College in participating in this Program. Other companies outside those headed by YPO members participate also, as is indicated in the following list of cooperating companies.

From the YPO—Chicago Chapter, the following companies and individuals have been participants:

Chase Products Company,
Robert W. Svendsen, President

H. D. Hudson Manufacturing Company,
Robert C. Hudson, Jr., President

The Major Corporation,
Frank A. Major, President

Meister Brau, Inc.,
James W. Howard, President

Breuer Electric Company,
Adam A. Breuer, President;
Frank B. Young, Vice President,
Finance

Americana Interstate Corporation,
Howard H. Greene, President

Daniel J. Edelman, Inc.,
Daniel J. Edelman, President;
Charmayne Kraus, Vice President

Newell Manufacturing Company,
Daniel C. Ferguson, President

Wilton Corporation,
Alexander J. Vogl, President

Michigan Avenue National Bank,
Richard L. Curtis, President

United States Railway Equipment
Company
John Felton, President

In connection with the success of the MC-YPO-Internship Program, special recognition must be given to Mr. Edward Matz, Jr., President of Kurly Kate Corporation, for his interest, enthusiasm, and continuing efforts in establishing and promoting the Program. In addition to his service to the Chicago Chapter of YPO, Mr. Matz served as an officer of the national organization and has been instrumental in promoting the Program for all YPO chapters. The original program idea had the active support also of Mr. Bud Ruby, President of Jaymar (sans-a-belt slacks); Mr. Frank Major, The Major Corporation; Mr. Howard Greene, Americana Interstate; and Adam Breuer, Breuer Electric Company.

Succeeding programs have had YPO support through Mr. Don Hindman, Time Industries; and Mr. Roger H. Miller, Heco Envelope Company.

General Industrial Participation. In addition to the origin of the Program through YPO, other firms have already joined or have indi-

cated an intention to participate. These include:

*Buick Division, General Motors Corporation
Caterpillar Company
John Deere Company*

Costa Rican Development*

The Costa Rican Development program is designed to acquaint faculty and students with the Costa Rican people and the culture of their predominantly rural, tropical society. Research projects are carried out in the social and biological sciences related to the problems of a developing nation. The length of the program is usually five and one-half months, and students are required to have completed two years of college work before admission.

East Asian Studies

The Monmouth College Senate authorized the establishment of a distinctive East Asian studies program in the fall of 1963. This interdisciplinary program is designed to enrich the entire curriculum and broaden the range of non-Western studies available to all students. It is of special value to students planning a career in business, foreign missions, or government services in East Asia.

The Boone Oriental Library and Fine Arts Collection, a substantial private collection, has been made available to the College by its owners, Commander and Mrs. G.E. Boone. The collection, designed for display and study, is located near the Monmouth campus and consists of several thousand volumes and about 1,000 art objects.

East Asian Studies Program in Japan*

Students spend the academic year studying in the International Division of Waseda University in Tokyo. In addition to the Japanese language, students may elect courses in Japanese or East Asian history, culture, and contemporary social and economic affairs. Students live with Japanese families.

Engineering, Three-Two Cooperative

Monmouth College is one of a group of well-known liberal arts colleges affiliated with New York University, Case-Western Reserve University, Illinois Institute of Technology, and the University of Illinois in a joint five-year program of engineering education. The plan calls for three years of Liberal arts study at Monmouth followed by two years of engineering work at one of these institutions. On completion of the five-year program, the students will receive degrees both from Monmouth and the engineering school.

The Executive in Residence Program

This program provides continuing opportunities on a day to day basis for students to exchange ideas with experienced business executives. Officers of national and local enterprises participate in this program. Individual executives spend from several days to a term or more in residence, being available for discussions with students and taking part in classroom and seminar courses in their particular areas of specialized competence. These men contribute much from their experiences and backgrounds to enrich and enhance the student's understanding of the interesting and challenging problems and opportunities presented by American Business.

Among the participants in this Program are:

Mr. Willis H. Wells, Manager, Consumer Affairs, National Can Corporation

Mr. Robert Acheson, Operations Manager, Illinois Bell Telephone Company

Mr. Everitt Hardin, President, Community National Bank, Monmouth, Illinois

Experiment in International Living

Independent study in Europe is available under a program sponsored jointly by Monmouth College and the Experiment in International Living, a non-profit, non-sectarian organization which places students as guest members of families in foreign countries. Under this program, students may receive academic credit for

independent study and travel by special arrangement.

Geology in the Rocky Mountains*

High school graduates who have been accepted for admission to Monmouth College are eligible to register for a summer program in introductory geology in a field setting which includes most of the mountainous and foothills region of Colorado and the canyon country of eastern Utah. Participants are housed at Colorado College in Colorado Springs, Colorado, and have use of the lecture and laboratory facilities of the Geology Department. At least three-quarters of the course is spent in the field.

High School Seniors' Honors Program

Now in its seventh year, a cooperative program with Monmouth High School enables a limited number of highly qualified high school seniors to take a course for college credit.

India Studies Program*

Following a preparatory study and orientation period at an ACM college, students travel to Deccan College in Poona, India, a cultural and educational center about 120 miles from Bombay. Here they continue their language instruction in the Marathi dialect, pursue an independent research project, and participate in a seminar designed to give historical perspective to many aspects of Indian culture, especially religion, politics, art, and music.

Junior Year Abroad in Puerto Rico

Monmouth College sponsors a Junior Year Abroad Program at the University of Puerto Rico. Students may spend either a semester or an academic year at this school. Other programs with a variety of foreign study centers can be arranged through the faculty Off-Campus Study Committee and the Associate Dean of the College.

Newberry Library Program in the Humanities*

The Newberry Library Program in the Humanities opens the rich book and manuscript collec-

tions of one of America's foremost humanities libraries to ACM students and faculty. The Program includes a Fall Semester Seminar (ending before Christmas), Short-Term (approximately one-month) Seminars in the Winter and Spring months, and the option for students and faculty of pursuing independent or honors work at the Newberry during time periods suitable to their own needs in the months of January through June. Participants in the Program have access to all of the Library's resources and participate fully in the intellectual and social life of the Newberry community. Housing and cooking facilities are available in nearby apartments on Chicago's Near North Side, convenient to all the cultural and entertainment centers of the city. Application deadlines are April 15 for the Fall Semester Seminar and November 1 for the Short-Term Seminars. For further information see your campus program advisor.

Reserve Officers Training Corps

In cooperation with Knox College and the United States Army, Monmouth College offers an opportunity for male students to participate in the Reserve Officers Training Corps program and qualify for a commission as a second lieutenant while earning a degree. The courses, held on the Knox campus, are conducted during the junior and senior years. Students enrolled in the military science courses receive academic credit and are paid a monthly allowance by the Army. Upon appointment as a second lieutenant in the U.S. Army and following successful completion of the ROTC courses, there is a contractual obligation to serve the United States Army on active duty for two years.

Urban Studies Program*

Chicago's architectural landmarks, renowned museums, and cultural events form the background for this confrontation with the massive problems of a great urban center. Living in the city, students gain firsthand knowledge of its economics and politics, its metropolitan, suburban, and inner city dilemmas, its crises in transportation, pollution, and crime. Seminars



on race and urban issues, plus job assignments and individual study projects provide opportunities to meet city specialists. Most program faculty are Chicagoans deeply involved in the urban scene.

Urban Teaching Program*

This ACM program seeks to offer its participants a unique experience in teacher education, by introducing student teachers to learning situations that present viable alternatives to the present system of urban education. Chicago's successfully innovative schools will supply the setting; teachers experienced and currently involved in alternate education, the supervision. The spectrum of possible placements is broad: Not only may participants select from among the wide range of "free schools"—public and private, elementary and secondary, urban and suburban; but they may also continue to choose the option of observing and student-teaching in the more traditional Chicago area schools. All placements will focus on the program's goal of providing illustrations of, and first hand experience with, the learning problems peculiar to the urban child. A flexible credit format includes the possibility of independent study to be planned and evaluated by both ACM staff and home college advisor.

Washington House

The Washington House program, initiated in 1967, allows approximately 16 students to spend the spring term in Washington, D.C. Each student takes three courses, Government in Action, American Studies, and an independent

study course directed by a faculty member of Monmouth College. The program takes advantage of the Washington setting for field trips, directed observation and library research. Qualified science students may have an opportunity to engage in research in the Smithsonian Institution. Students should have junior standing for admission to the program.

Washington Semester

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C., designed to bring superior students into contact with source materials and government institutions at the nation's capital.

In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is 16 weeks in length, and junior standing is required for admission.

Wilderness Field Station*

The Wilderness Field Station is located in the Superior National Forest in northern Minnesota. Operating from a base camp, students of botany, zoology, and biology explore the region by foot and canoe, learn basic techniques of field research, collect and classify plants and animals, and carry on individual study projects. The program, held in the summer, is from five to nine weeks in length, and students are required to have taken at least an elementary course in the field of science to be studied.

PRE-PROFESSIONAL PREPARATION

The liberal arts education provides a good foundation for professional and graduate study. The Monmouth program allows the student to concentrate in a field closely related to his specific interest while offering an opportunity to secure a broad, general education. Many graduate and professional schools discourage heavy undergraduate specialization and emphasize the values of a broadly based liberal arts education as a preparation for advanced study.

Communications

After receiving an A.B. degree, students can usually obtain an M.A. in Communications after one year of concentrated study at a major university. Students interested in communications careers may declare a Topical, Distributional or Departmental Major. Course offerings in the English, Psychology and Speech-Communication Arts Departments are particularly helpful. The weekly campus newspaper, the *Oracle*; the literary magazine, the *Piper*; the yearbook, the *Ravelings*, and the campus radio station, WMCR; theatre arts; forensic activities in debate, discussion and extemporaneous speaking offer ample opportunity for students to gain practical experience.

Dentistry

Most students who plan to enter the field of dentistry major in biology or chemistry.

Engineering

See Three-two Cooperative Engineering Program page 26.

Law

The major field for the student planning to enter law school can be quite varied but the student should prepare himself in communicative skills and understanding of human institutions and values. Courses in economics, government, philosophy, psychology, sociology, and speech are recommended.

Library Science

After receiving the A.B. degree, a student may qualify for a library science degree with one year of training in a professional school. Business and industry have opened new fields in specialized library work for students with scientific training. There are opportunities for students with an interest in library science to work in the Monmouth College Library.

Medicine

Although specific requirements for each medical school vary, the minimum science requirements for admission to most medical schools are listed as: 1 year of Biology, 2 years of Chemistry, and 1 year of Physics. In order to handle the mathematical concepts inherent in modern science, a strong background in mathematics is recommended for medical school preparation. Medical schools also wish strong preparation in the humanities and social sciences.

Biology and Chemistry majors fulfilling the departmental requirements at Monmouth meet the course requirements for admission to medical school with the modest additions to their science programs suggested by the minimum requirements above. The program of study for each student is planned in consultation with faculty members in consideration of current medical school requirements.

Medical Technology

Under a program similar to that for medicine or dentistry, students may major in any field providing certain basic course requirements are met. Generally, an A.B. degree with a major in biology or chemistry is taken. A fifth year at a professional school and successful completion of the registry examination will lead to the certificate in medical technology.

Ministry and Christian Education

The American Association of Theological Schools recommends a broad liberal arts background as the best preparation for the modern ministry. Concentration in philosophy, religion,

history, English, sociology or psychology is acceptable, and some knowledge of Greek is a valuable asset.

Monmouth's program for training of church education assistants is approved by the United Presbyterian Church Joint Committee of Nine. The committee notes that the program "has value for students of other communions who are preparing for service in the field of Christian education." The program includes general liberal arts requirements in humanities, social sciences, physical sciences and mathematics and 14 term courses in education, psychology, religion, and music.

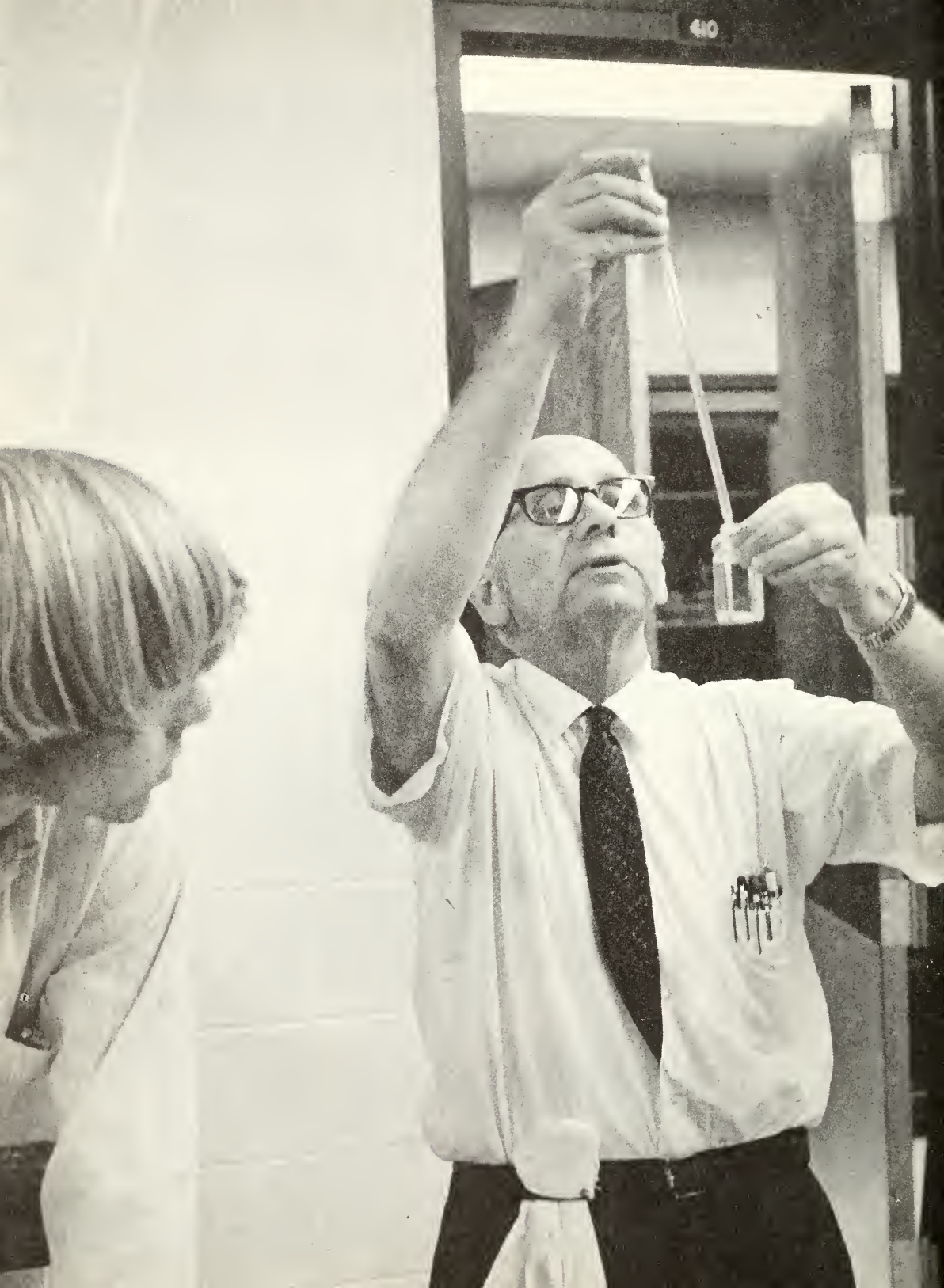
Teaching

Teacher preparation programs have been designed to implement the objectives of Monmouth College and also to meet the general and professional education requirements of the Illinois State Teacher Certification Board. The

programs provide students preparing to teach in elementary and secondary schools with opportunities to develop attitudes and behaviors needed to become effective teacher-scholars. The programs allow for development of breadth through the general education component, depth through the study in a major field, and teaching competence through the professional courses.

Students expressing an interest in teaching as a career are advised to pursue programs of study which take into account their subject interests, personal aptitudes, and desire to qualify for various teaching preparation programs. Special study programs, one of which is the Urban Teaching Program of the Associated Colleges of the Midwest, offer special opportunities to the Monmouth student. Other programs may be started at Monmouth and completed in graduate school. See page 46 for more specific information concerning the teacher education program.





COURSES OF INSTRUCTION

Students are urged to note the requirements listed for each academic department and consult with their faculty adviser and the department concerned for more specific information.

Prerequisites or co-requisites for a course, if any, are listed following the course description. Courses numbered 100 to 199 normally are introductory courses open to freshmen; 200-level courses are intermediate courses open

to sophomores but not to freshmen; 300-level courses are advanced courses open only to juniors and seniors or to sophomores with the consent of the instructor; 400-level courses are departmental seminars and independent study courses. Fractional courses are offered in art, music and speech and dramatics.

A detailed schedule of courses listing the instructor, time and classroom is issued each spring for pre-registration information. Courses may be withdrawn if there is not sufficient demand in any given term.

ART

HARLOW B. BLUM, *Associate Professor, Chairman*
GEORGE L. WALTERSHAUSEN, *Assistant Professor*
G.E. BOONE, *Lecturer*
KATHARINE P. BOONE, *Lecturer*
MARGARET MATTHEWS, *Lecturer*

The Art Department offers studio, art history, art education, special topics, independent study and interdisciplinary courses. At least ten term courses chosen in consultation with the departmental staff to suit the needs of the individual student constitutes a major in art.

A portfolio shall be maintained by each art major usually culminating in a senior exhibition. The portfolio may include not only representative art work but any other means of indicating personal concern such as recordings, photographs, journals.

A Fortnightly Seminar is sponsored by the Art Department for the purpose of fostering the artistic community. A variety of programs are presented including films, critiques and guest artists.

A vigorous gallery program is organized by the Art Department featuring monthly exhibitions.

101. Introductory Art Workshop.

The basic freshman level art course with the key areas of concern approached through slide-lecture, film and studio. The focus of the course will be on understanding the relationships between idea and plastic forms. One course credit, no prerequisites.

STUDIO ART

The program in studio art is oriented toward continu-

ing growth and development in a variety of media according to the interests of the individual. Intensive foundation courses in techniques prepare the student for early responses to art problems and individual expression.

161, 162, 163, 164, 165. Foundation Courses.

Basic techniques of Drawing (161), Painting (162), Printmaking (163), Sculpture (164), and Filmmaking (165). The intrinsic properties of each medium will be explored intensively in the shaping of the artistic vision. Prerequisite: Art 101 or permission of staff. One-half course credit each.

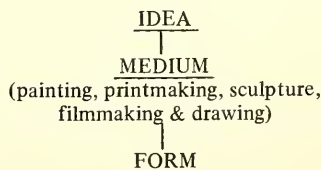
211. Design.

Fundamental elements and principles of two and three-dimensional design and film emphasizing visual communication. One course credit.

261. Studio A.

Concepts and media related to individual expression. Whether the idea or fascination with a material comes first, the search for an appropriate medium and mastery of technique represents the awakening of the creative mind.

Prerequisite: At least two Art 160 level courses or permission of instructor. One half or one course credit.

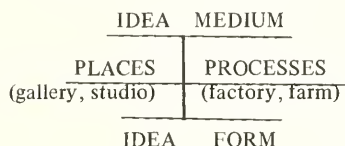


361. Studio B.

Experimentation and advancement of a wide range of interests and ideas.

A multiplicity of directions present themselves to the artist. The artist is an explorer constantly testing new paths.

Prerequisite: Art 261 or permission of instructor. One half or one course credit.

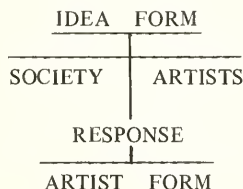


461. Studio C.

Individual Awareness: Continued challenge of means, materials and methods.

The growth of the artist toward maturation and independence is accompanied by realizations of responsibilities to society and fellow artists. The shaping of the artist is inseparable from the forming of the art.

Prerequisite: Art 361 or permission of instructor. One half or one course credit.



Note: Studio A, B and C may be repeated for credit.

ART HISTORY

The art history program provides for an understanding of the meaning of art in various historical periods. The relationship of techniques and images to contemporary art is stressed.

115. Introduction to the History of American Art and Architecture.

A survey of major works and traditions in the United States to the present. (Alternate years)

215. Introduction to the History of Art.

A study of the major phases and works of art in painting and sculpture from Prehistoric times to 1000 A.D. Relationships and comparisons with Non-Western cultures will be included.

(Fall Term—alternate years with Art 115). No prerequisites.

216. Introduction to the History of Art.

A study of the major phases, works of art and personalities from 1000 A.D. to 1780.

(Winter Term—alternate years). No prerequisites.

217. Introduction to the History of Art.

A study of the major phases, works of art and personalities from 1780 to the present.

(Spring Term—alternate years). No prerequisites.

321. Architecture.

Ancient, Medieval, and Renaissance Architecture is used as a basis for appraising contemporary architecture.

(Given alternate years)

322. Contemporary Art.

A study of 20th century painting and sculpture.

(Given alternate years)

ART SEMINARS, AND SPECIAL STUDY

The Art Department program of independent study, seminars and special topics provides an opportunity for intensive research or work in areas which may involve interdisciplinary and experimental approaches. Such studies allow for a high degree of specialization as well as a broadening of the concern for the creative arts and their place in our culture.

250. Special Topics.

Course description to be developed by students and instructors and announced prior to pre-registration date. Inter-disciplinary concerns may be included. No prerequisite, and open to non-majors. *Example: Man in the Landscape.* Changing ideas of man's relation to nature as exhibited in major artistic works. *Example: Myth and Symbol.* Relationship of literary and visual symbols. *Example: The River.* The effects of the river on the life and culture of its surroundings as viewed through art, biology and literature.

320, 325. Junior Independent Study.

An individual program of research or creative project arranged in consultation with the Art Department staff and designed to fit the needs of the student.

340. Advanced Special Topics.

Lecture and seminar program in special historical areas to be arranged by staff and students and announced in advance of registration. Prerequisites appropriate to area of study will be announced. *Example: Fantasy Art.* Historical and contemporary contributions to art from symbolists, surrealist, dada, superreal and other schools. *Example: Vision and Reality: the future of American Cities.* Background and proposals through 2000 studies: Fuller, Soleri, and Daley.

350. Seminar in Oriental Art.

Introduction to the arts of China, Korea and Japan, illustrated with examples from the Boone Collection.

420. Senior Independent Study.

An individual research program arranged in special interest areas of the student.

450. Art Seminar.

Art criticism, discussion of specialized topics and individual creative projects. Open to Senior Art Majors or by permission of staff.

BIOLOGY

ROBERT H. BUCHHOLZ, *Professor, Chairman*

JOHN J. KETTERER, *Professor*

DAVID C. ALLISON, *Associate Professor*

MILTON L. BOWMAN, *Associate Professor*

The Biology Department provides an opportunity for students to be exposed to the content, history and methods of biological science. Courses provide a basic, flexible, major program as well as the biological background required for students in other departments. All majors are required to do an experimental independent study during their junior or senior year. These courses, with the addition of supporting work in chemistry, physics and mathematics, allow preparation for careers based in biological science. Fields included are: professional biology, leading to college or university teaching and research; industrial and government research; medicine; veterinary medicine; dentistry; nursing; medical technology; physical therapy; high school and elementary school teaching; a variety of premedical specialties such as hospital administration; conservation work; and business careers in pharmaceutical firms and other industries.

A number of departmental activities contribute to the general education of the biology students. Beta Beta Beta, an Honorary Society, brings speakers to campus, arranges biological trips to places of interest, hosts social events, and helps to disseminate information about graduate and professional schools.

Through the *Doctor Donald McMullen Memorial Lectureship in Biology*, prominent biologists are brought to the college to discuss their research and study with students in and out of the classroom.

The members of the department possess basic academic skills, a variety of academic backgrounds, interests and experience in teaching. In addition to being housed in the new Haldemann-Thiessen Science Center, the biology department has a wide range of modern instruments and materials.

DEPARTMENTAL MAJOR

A minimum of eight courses in biology in addition to Biology 101-102 and including (A) any two of the following: Biology 205 or 206, 212, 213, 214 and 216; (B) either Biology 311 or 312; (C) Biology 316, 317, and 405; (D) one of the following Biology 406 or 407. The following courses in the fields of chemistry and physics are required: (A) Chemistry 131 and Chemistry 211; (B) two terms of Physics 101-102 or Physics 110-111. A strong background in mathematics is recommended.

ECOLOGICAL FIELD STATION

In the summer of 1969 the Biology Department of Monmouth College established an Ecological Field Station on certain backwaters of the Mississippi River near Keithsburg, Illinois. The location of this site is just 30 minutes from the campus which makes it convenient for teaching purposes. This classroom-laboratory in the field has strengthened the ecological aspect of our academic program. It is also used for other biology courses, independent study and for student-faculty summer research projects. This Ecological Field Station is a cooperative project involving the National Science Foundation, the U.S. Corps of Engineers and Monmouth College.

PRAIRIE PLOT

Members of the biology faculty are trustees to Spring Grove Cemetery which provides access to one of the finest "relict" Prairie Plots in the State of Illinois. This Prairie Plot provides students with the opportunity to view the "micro prairie" of 100 and 200 years ago. The plants present in the plot remain from the virgin prairie days and provide research opportunities on the plants present, on the soils and the soils adjacent that are under cultivation, and on the fauna that find habitat in these plants.

101. College Biology.

An introduction to the concepts in modern biology with emphasis on the cell and with an experimental approach in the laboratory. Basic biological processes of cellular organization, chemical and physical aspects of normal and abnormal cells, metabolism, drug action, energy relationships, photosynthesis, cell reproduction, and protein synthesis will be stressed.

102. College Biology.

Principles of modern environmental biology will be emphasized. The concept of the ecosystem will be stressed with specific reference to such topics as succession, niche, pollution, population dynamics, human ecology, physical and biological environment, natural cycles of the elements, biotic factors, parasitism and symbiosis. The effect of man's intrusion on the biotope will be considered. An experimental approach will be used in the laboratory.

205. Lower Invertebrates.

A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of non-coelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 102 or consent of the instructor.

206. Higher Invertebrates.

A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of coelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 and 102 or consent of the instructor.

212. Vertebrate Zoology.

A comparative study of the morphology and evolutionary relationships of vertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 and 102 or consent of the instructor.

213. Non-Vascular Plants.

A study of the non-vascular plants exclusive of the bacteria. Particular consideration will be given to the structure and life cycles of the algae, fungi, mosses, and the liverworts. Prerequisite: Biology 101 and 102 or consent of the instructor.

214. Vascular Plants.

A study of the ferns, conifers, and flowering plants. Emphasis will be placed on the structure and life cycles of these groups of plants. Prerequisite: Biology 101 and 102 or consent of the instructor.

215. Organic Evolution.

An introduction to the concept of organic evolution including a critical review of the theories and mechanisms of evolution and the evidence upon which they are based; the problems of the origin of life; and the evolutionary history of animals and plants. Prerequisite: Biology 101 and 102 or consent of the instructor. (alternate years)

216. Animal Behavior.

A one term course with laboratory designed to give the student an understanding of fundamental concepts and basic principles in the field of instinctive animal behavior. Prerequisite: Biology 101 and 102 or consent of the instructor.

217. Human Anatomy and Physiology.

A course designed to give the student a general understanding of the structure and function of the human body.

311. Mammalian Physiology.

A detailed study of the physiological mechanisms of the mammalian systems. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry; or consent of the instructor.

312. General Physiology.

A study of the fundamental concepts and basic principles of protoplasmic processes in plant, animal, and microbial cells. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry; or consent of the instructor.

313. Developmental Biology.

A descriptive and experimental study of development and differentiation in plants and animals. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; Chemistry 112; or consent of the instructor.

314. Bacteriology.

A general study of the bacteria as living organisms. Morphology, physiology and ecological relationships are emphasized. Some consideration is given to the nature of disease and its control. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, and 214 or consent of the instructor. (alternate years)

315. Cell Morphology.

A morphological study of the ultra and fine structure of the cell. Consideration of cellular interdependence at the tissue level will be undertaken. Abilities in micro-technique will be developed in the laboratory. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or the consent of the instructor.

316. Genetics.

An introduction to the principles of heredity in animals and plants. The study will include contemporary consideration of the gene and the gene mechanisms. Laboratory exercises utilizing both plants and animals will be used to elucidate the above principles. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or consent of the instructor.

317. Ecology.

An introduction to ecology designed to give the student an understanding of the principles and concepts of environmental interrelationships and interactions with living organisms. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or consent of the instructor.



INDIVIDUAL STUDY

405, 406, 407. Independent Study.

Individual research or advanced experimental projects chosen by the student in consultation with the staff, involving the search of primary literature sources, design and execution of experiments, and an oral and written report of the results. Open to qualified juniors and all senior Biology majors.

CHEMISTRY

QUENTIN R. PETERSEN, *Professor, Chairman*

BERWYN E. JONES, *Associate Professor*

TERRY M. NAGEL, *Assistant Professor*

The study of chemistry offers opportunities for the interpretation of natural phenomenon of an immense variety. Therefore, examples of the ways in which an education in chemistry can serve both society and its individual professionals are almost unlimited in number and kind. Whatever the variety, many of our most pressing social concerns such as public health, mental illness, environmental deterioration, and the famine-overpopulation problem certainly cannot be resolved without attacking their scientific aspects. These aspects are, to a large extent, chemical in nature.

Thus, alone or coupled with aspects of the sister disciplines of biology, geology, psychology and physics, the major in chemistry provides preparation for a career applicable to society's most pressing concerns.

For the student who recognizes that the promise of any significant post-graduate activity demands firm preparation and serious study, the Department of Chemistry offers a flexible curriculum. This flexibility provides a wide variety of approaches to challenging the unknown and gaining knowledge and confidence sufficient to examine nature with the anticipation of independent discovery.

Many career opportunities in chemistry and chemically related fields require only a bachelor's degree. Others require graduate education or professional training beyond the bachelor's level. The concentration in chemistry is designed to open all of these possibilities.

Opportunities for immediate post-graduate employment exist in both the educational and experimental areas. The former would include not only teaching but also library, technical writing, publication, government or consumer advocacy and business specialties. Careers involving design or performance of experimental investigations are found in medical research areas, such as cancer chemotherapy, and in the pharmaceutical industries which employ many persons with a bachelor's degree as members of research teams. Many laboratories engaged in bio-chemical research and

problems in oceanography, air and water pollution, agriculture, pesticides and plastics are in constant need of college trained chemists.

Continuing work beyond the bachelor's degree into graduate training amplifies the degree of responsibility which one may assume and offers the opportunity for initiation and leadership of research endeavors. Thus, the students who have developed interest in a special division of chemistry such as bio-organic or physical-inorganic, will probably seek admission to graduate school as the next logical step in becoming expert in such areas.

An undergraduate major in chemistry is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition and many engineering technologies. A chemistry concentration is also an excellent and appropriate preparation for professional schools; law directed at the consumer or patent level as well as medicine and dentistry—especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level.

A rewarding program for students interested in science education is an undergraduate concentration in chemistry, followed by further professional education leading, for example, to the MAT degree.

The Chemistry Department, located in a newly completed Science Building, is well equipped to exploit modern instrumental methods in both teaching and research functions. Nuclear magnetic resonance spectroscopy, ultra-violet, infrared, and visible spectrophotometry, vapor phase chromatography, and X-ray diffraction are among the experimental techniques which are brought to bear on chemical education at Monmouth. The College computer facilities have been integrated with the departmental activities from the freshman course through the senior research program.

Chemistry Department plans and programs are developed by a unit which includes all majors and faculty. The weekly Department meetings are open to all students. Chemistry majors themselves offer the course Chemistry 101-102 and are supported by a special project grant from the National Science Foundation which has a Student Project Director. A national-award-winning Student Affiliate Chapter of the American Chemical Society sponsors both social and professional activities.

A major in Chemistry requires as a minimum the satisfactory completion of the following courses: Chemistry 111 and 112 (151 will satisfy this sequence); 231; 211, 212, 311, 403 or 404 and one additional course numbered 200 or higher. Additions to this minimum course program will be structured about the individual student's postgraduate goals. Participation in departmental seminar programs, demonstration of a reading knowledge of technical German or Russian and satisfactory performance on the Undergraduate Record Examination complete the departmental requirements.

Students wishing their degree certified by the

American Chemical Society will, in consultation with their departmental adviser, enroll in additional mathematics and chemistry courses which will provide an education which meets the standards of the Society's Committee on Professional Training.

101, 102. Chemistry: A Cultural Approach.

An introduction to various topics related to the field of Chemistry ranging from drugs to synthetic detergents and chemical warfare to birth control with particular emphasis on the environmental significance of these topics. Group and individual projects will be pursued in both lecture and seminar formats. The laboratory will attempt to illustrate how various tools from thought to instrumentation are applied to the solution of selected chemical problems ranging from organic synthesis to the examination of molecular structure. This course is open only to freshmen and will be taught by Chemistry majors operating in close consultation with the Chemistry Department faculty.

111. Introductory Chemistry I.

An introduction to the fundamental concepts of chemical reactions, atomic and molecular structure, and bulk properties of matter. Subjects emphasized are stoichiometry, energy relations, equilibria, kinetics, electronic structure, chemical bonding, and the chemical description of matter in the solid, liquid and gaseous state. Prerequisite: none.

112. Introductory Chemistry II.

A continuation of 111. Prerequisite: Chemistry 111 or permission of the department.

151. Fundamentals of Chemistry.

Atomic and molecular structure, stoichiometry periodicity, kinetics and equilibrium, acid-base and redox systems. Two laboratories per week consist of qualitative analysis and other appropriate experiments. Prerequisite: Satisfactory performance on the Chemistry Placement Test.

211. Organic Chemistry I.

An application of the concepts of bonding, structure and reactivity to the most fundamental types of carbon compounds. The laboratories introduce the principal manipulative techniques of organic chemistry through appropriate syntheses. Prerequisites: Chemistry 112, 151, or permission of the instructor.

212. Organic Chemistry II.

A continuation of Chemistry 211 which considers additional classes of organic compounds and the more intricate relationship between structure and reactivity as expressed in mechanistic terms. The laboratories stress the chemical behavior of the major functional groups. Prerequisites: Chemistry 211, or permission of the instructor.

231. Introduction to Analytical Chemistry.

Principles of chemical equilibrium and quantitative analysis. Gravimetry, titrimetry, spectrophotometry, electrochemistry, and separations are surveyed. Two laboratories per week consist of experiments in separation and measurement, including an independent laboratory project. Prerequisites: Chemistry 112 or 151; Mathematics 103 or equivalent experience recommended.

311. Physical Chemistry I.

A rigorous treatment of thermodynamics, thermochemistry, phase equilibria, chemical equilibria, the gaseous state, properties of liquids and solutions, and electrochemistry. One laboratory per week which is correlated with the lecture material. Prerequisites: Chemistry 131 or 152, Mathematics 152, corequisite Physics 110 or permission of the instructor.

312. Physical Chemistry II.

Chemical application of quantum mechanics and statistical mechanics; structural chemistry. Laboratory is correlated with the lecture material. Prerequisite: Chemistry 311, Physics 111 corequisite. Mathematics 103 or equivalent experience.

313. Biochemistry.

A study of the molecules of physiological importance, their structures, functions and transformations which occur within living cells. A more detailed study of some selected topics (e.g., proteins, nucleic acids, intermediary metabolism, enzyme action and biosynthesis) will be made. One laboratory per week illustrates modern biochemical techniques. Prerequisite: Chemistry 212 and permission of the Department (offered in alternate years. Offered 1972-1973).

331. Advanced Analytical Chemistry.

Principles and practice of modern instrumental methods of analysis and chemical instrumentation including an introduction to simple electronic circuitry. Spectroscopic, electrical, magnetic, and differential migration processes are studied. The discriminating choice of suitable methods for solving individual analytical problems is emphasized. Prerequisites: Chemistry 212, 311 (may be taken concurrently by permission of the instructor). Mathematics 103 strongly recommended.

341. Advanced Inorganic Chemistry.

A study of structure, bonding, thermodynamic stability and reaction kinetics of coordination complexes including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Synthetic and physical methods in inorganic chemistry are introduced in a single laboratory per week.

351. Organic Chemistry III.

An extensive and sophisticated study of polyfunctional organic compounds, including materials of natural origin. Two laboratories per week are devoted to the qualitative analysis of organic compounds and mixtures using classical and instrumental techniques. Prerequisites: Chemistry 212 or permission of the instructor. (offered in alternate years. Offered 1971-1974)

451. Advanced Topics in Chemistry.

A discussion of advanced topics in chemistry. The laboratory is correlated with the lecture material. Prerequisite: Chemistry 311.

403. Research.

The study of an original laboratory research project chosen in consultation with the chemistry faculty. Some continuing problems on which students have reported are "Environmental Chemistry of the Monmouth Anaerobic Sewage Disposal System," "Chemical Bonding in Mercury-Organogermanium Compounds" and "Dietary Sodium Nitrite Generation of Stomach Carcinogens Under Physiological Conditions."

404. Independent Studies.

Study of a topic of special interest to the student directed by one of the staff. Laboratory, library or field work can be exploited in this study. Prerequisite: Permission of the Department.

CLASSICAL LANGUAGES

BERNICE L. FOX, *Associate Professor, Chairman*

WILLIAM L. URBAN, *Associate Professor*

The Department of Classical Languages emphasizes the study of Latin writers to the middle of the Second Century A.D., although independent study is available in Latin writings of any period, including the Twentieth Century. The 300 level courses are centered on the genres of literature (i.e. lyric poetry, drama, etc.). A student who has had no previous training in Latin or who has had one or two years, but has been away from Latin for awhile may take Latin 100 to prepare for the reading courses, with an intermediate reading course available in either Vergil or Cicero.

A major in classics involves at least seven courses in Latin above the intermediate level, including Latin 410. The major is also expected to have two terms of Greek (available at Knox College). From Classics courses given in English he selects two courses, one of which must be Classics 211 or Classics 212.

Between the student's junior and senior years, Classics majors have a three-week summer program

available, but not required. Two weeks are spent with the Vergilian Society at Cumae, Italy, with trips to Pompeii and Naples, and one week in Rome.

Latin may be used to fulfill the foreign language option of the Language and Communication requirement.

LATIN

100. Intensive Grammar.

A study of the basic grammar and syntax of the Latin language. Open to all students with less than three years of Latin.

204. Vergil.

A reading of selected books of the Aeneid. Open to students with two years of high school Latin or equivalent. (Alternate years)

205. Cicero.

Readings from Cicero's orations and essays. Open to students with two years of high school Latin or equivalent. (Alternate years)

All 300 level courses have a prerequisite of at least three years of high school Latin or equivalent, or permission of the instructor. These courses are open to freshmen and are given in alternate years. (301, 302, and 303 will alternate with 310, 311, and 312).

301. Livy.

Readings from Livy's histories, with emphasis on the early kings and the Carthaginian Wars.

302. Tacitus and Suetonius.

Study of the period from Julius Caesar to Hadrian.

303. Pliny's Letters.

A study of life in Rome under the early emperors as revealed in Pliny's correspondence.

310. Roman Drama.

Readings from Plautus and Terence, and a study of Seneca.

311. Lyric Poetry.

Readings from Catullus, Ovid, and Horace, and a study of lyric meters in Latin poetry.

312. Roman Satire.

Readings from Horace, Juvenal, and Martial.

401, 402, 403. Independent Study.

Independent study in individual Latin authors not included in regular courses, or studied in greater depth than a regular course permits. For advanced students only.

404. Independent Study.

Independent study in the Latin language. For advanced students only.

410. Prose Composition.

Prose composition in Latin. For advanced students only.

CLASSICAL CIVILIZATION

All Classical civilization courses are given in English and are open to all students. They require no background in Latin or Greek.

211. History of Greece (See History 211).

212. History of Rome (See History 212).

221. Classical Mythology.

A study of the gods of Greek and Roman mythology, and the major sagas.

224. Word Elements.

A study of the Greek and Latin roots in the English language, and the meanings of prefixes and suffixes from this source.

225. Greek Literature in Translation.

(Alternate years)

226. Latin Literature in Translation.

(Alternate years)

EAST ASIAN STUDIES PROGRAM

CECIL C. BRETT, *Director, Professor of Government and History*

Monmouth's East Asian Studies Program was started in 1963 in order to integrate the study of Asian cultures into the liberal arts curriculum. Underlying this interdisciplinary program is the assumption that the American student, in his effort to understand man, his environment, his history, his thought, and his economic, social and political organization, is handicapped when his field of inquiry is limited to Western civilization alone. The program has special interest for students looking towards careers in international business, journalism, education or government service in Asia.

Regular courses of instruction are offered in Japanese language (see Modern Foreign Languages) and in the fields of Art, Government, History, Philosophy, Religion, Sociology and Theatre. These courses are taught by members of the Faculty with special Asian language and area competence, all of whom have studied, taught and travelled in Asia in recent years.

Students may elect to spend a year in India or Japan in programs sponsored by Monmouth College in cooperation with the Associated Colleges of the Midwest.

The Boone Oriental Library and Fine Arts Collection, a substantial private collection, has been made available to the College by its owners, Commander and Mrs. G. E. Boone. The collection, designed for display and study, is located near the Monmouth campus and consists of several thousand volumes and about 1,000 art objects.

ART

205. Art of India.

206. Art of China.

207. Art of Japan.

350. Seminar in Oriental Art.

ENGLISH

215. Japanese Literature in Translation.

GOVERNMENT

381. International Politics of the Far East.

HISTORY

201. Oriental Civilization I.

202. Oriental Civilization II.

203. Oriental Civilization III.

301. Modern China.

302. Modern Japan.

303. Modern India.

JAPANESE

101, 102, 103. Elementary Japanese.

201, 202. Intermediate Japanese.

315. Japanese Literature in Translation.

320. Individual or Group Study.

PHILOSOPHY

306. Oriental Philosophy.

RELIGION

321. The Religions of India and the Middle East.

322. The Religions of S.E. Asia, China, and Japan.

SOCIOLOGY

103. Societies Around the World.



SPEECH

312. Oriental Theater.

SPECIAL COURSES

250. Seminar in East Asian Studies.

Selected topics in East Asian Studies

301. East Asian Geography Seminar

An examination of the physical environment of selected East Asian countries in relation to the economic, cultural, political, and social aspects of these countries. Initial lectures on the geography of the area, and intensive readings, discussions, regular papers, and oral reports by students are required.

The following courses are available to Monmouth College students at Knox College:

The History of East Asian Civilizations (History 241 and 242—two term-sequence).

India and Southeast Asia (History 387).

China and Japan (History 388).

Great Ideas in the Non-Christian Religions (Religion 111).

Buddhism: An Historical-Phenomenological Analysis (Religion 310).

Comparative Governments of the Middle East (Political Science 219).

Comparative Governments of Asia (Political Science 317).

ECONOMICS AND BUSINESS ADMINISTRATION

JAMES R. HERBSLEB, *Professor, Chairman*

HANS D. THEURER, *Instructor*

DEWEY WOODALL, *Instructor*

HOMER L. SHOEMAKER, *Lecturer*

The Department of Economics and Business Administration takes full advantage of its position within the framework of a liberal arts institution. This situation is a constant reminder of the value of educating men and women in a manner compatible with our rapidly changing times rather than forcing students into a mold of job training for jobs which may become obsolete within a short time of graduation.

Students are encouraged to cross disciplinary lines and to become aware of values and trends in fields relating to our changing society while at the same time the work of the Department gives a groundwork for understanding Economics and its applications and

Business and its problem solving capability. This is strengthened by combining a general theory approach with the Internship Program and the advantages of association with the Executive-in-Residence. These programs are valuable aids to career selection and are strengthened by the career counselling service provided by our Alumni.

Majors in the Department of Economics and Business Administration, at any class level, are invited to participate in meetings conducted by their elected representatives. The elected officers appoint members of the majors group to serve on such committees as are deemed needed to facilitate the work of the Department. Students have functioned on a Curriculum Committee, reviewing departmental curriculum and suggesting changes deemed needed. Another committee of the students engages in a continuing evaluation of faculty, courses, and programs.

Between the junior and senior years the Monmouth College Business Internship Program is available and recommended for those who can take advantage of it. The student spends 10 weeks on the job in the office of the president of a corporation or of some designated executive who has assumed the responsibility of providing the unusual opportunity for the union of the classroom and the business world. In addition to engaging in a serious learning experience with top level, seasoned executives, the student undertakes to perform a job which results in mutual benefit to the company and to the student. The student earns a salary during the internship and also earns course credit for the research report or special study undertaken in connection with the internship.

In another program of interest to business and economics students, executives from national and local enterprises spend from several days to a term or more in residence, being available for discussions with students and taking part in classroom and seminar courses in their particular areas of specialized competence.

ECONOMICS

200. Principles of Economics I.

Microeconomics. This course is an introductory analysis of the behavior of the consumer and the firm. Fundamental tools of analysis are emphasized. No prerequisite.

201. Principles of Economics II.

Macroeconomics. The course is designed to provide an understanding of the operation of the economy as a whole. Topics included are the determination of income levels, inflation and economic growth. No prerequisite.

300. Intermediate Price Theory.

A rigorous analysis of the modern microeconomic theory of the behavior of the firm and the individual. Prerequisite: EC 200-201 or consent of instructor.

301. Intermediate Income Analysis.

A detailed examination of the elements that determine the level of national income. Government fiscal and monetary policy will be discussed. Prerequisites: EC 200-201 or consent of the instructor.

309. Public Finance: Federal.

An investigation of the theory of government taxation and spending in the United States economy. Prerequisites: EC 300-310 or consent of the instructor.

310. Public Finance: State and Local.

The course covers the major sources and uses of revenues by these bodies with emphasis upon tax equity and spending efficiency. Prerequisites: EC 300-310 or consent of the instructor.

311. History of Economic Thought.

Major contributions to economic theory in retrospect and their contribution to modern theory. Prerequisite: EC 300-301 or consent of the instructor.

340. Labor Economics.

The basic determinants of the supply and demand for labor including the evolution of collective bargaining in the U.S. Prerequisite: EC 200-201.

440. Topics in Labor Economics.

Advanced analysis of selected aspects of labor economics such as the effect of negative income taxes on labor supply and labor mobility. Prerequisites: EC 300-301 and 340 or consent of the instructor.

402. Seminar in Economics.

Tentative topics include:

1. Environmental Economics: Air Pollution
2. The Economics of Poverty
3. Money and Banking
4. Advanced Economic Theory
5. Computer Use in Economics

AREAS OF SPECIALIZATION IN ECONOMICS

1. General Economics

This program of study provides the student with a broad background in economic theory and policy. Required courses are EC 200, EC 201, Math 106, EC 300, EC 301, EC 309, EC 340 and EC 402 plus two electives from EC 302, EC 303, EC 310, EC 311, EC 402. Total required courses—10.

2. Public Finance

A more specialized program intended for the student interested in government activity. Required courses are: EC 200, EC 201, Math 106, EC 300, EC 301, EC

302, EC 309, EC 310, EC 402, plus 1 elective from EC 303, EC 311, EC 340, EC 402 or EC 440. Total required courses—10.

3. Labor Economics

This area of specialization is designed to provide the student with an understanding of labor theory, law, and collective bargaining. Required courses are: EC 200, EC 201, Math 106, EC 300, EC 301, EC 303, EC 340, EC 402 plus 1 elective from EC 302, EC 309, EC 310, EC 311, EC 402. Total required courses—10.

For those students who intend to pursue their studies at the graduate level, both Mathematics 151 and 152 will be required. This sequence of mathematics courses is very strongly recommended to all majors in economics.

BUSINESS ADMINISTRATION

Students pursuing the area of Business Administration may be interested in General Business or may wish to follow programs with specialization in areas of Accounting, Finance, Marketing, or Management. These programs will be spelled out in the following offerings:

100. Introduction to Business Administration.

A thumbnail description of and orientation to the business curriculum with emphasis placed on thoroughly orienting the student to his business studies. Required of all business majors before enrollment in any other business courses. No prerequisites.

200, 201. Principles of Economics.

See the course descriptions under Economics.

203. Principles of Accounting I.

This course does not presume any previous training in bookkeeping. It gives thorough acquaintance with the principles of accounting as applied to the corporate form of business enterprise.

204. Principles of Accounting II.

A continuation of BA 203 with emphasis on the interpretation of accounts as applied to both corporations and partnerships. Prerequisite: BA 203.

205. Principles of Tax Accounting.

Individualized study, usually in a seminar, in various fields of accounting such as budgeting, cost, taxation, etc.

206. Principles of Cost Accounting.

A continuation of BA 205.

230. Personal Finance.

A comprehensive study of all major financial elements

a person will normally come into contact with during his lifetime, including specific discussions of: budgeting, credit facilities, investments, expenditures for housing and medical care, insurance, retirement programs, and estate planning. Open to non-departmental majors. No prerequisites.

250. Contemporary Consumerism.

The initial course which confronts students with related problems of consumer protection and the deteriorating environment. In voluntary interest groups students attack problems of specific products, manufacturing processes, use of resources, and environmental effects through an interdisciplinary research program. No prerequisites.

302. Business and Government.

A study of basic industrial organization as it is altered by government regulation, particularly the regulation of monopoly and unfair business practices as spelled out in the law.

303. Government and Labor.

A study of labor economics and the changing position of labor before the courts and government regulation of labor unions.

307. Business Law I.

An introduction to the development of our legal system and the organization of our courts. Involves analysis of cases and application of principles with a view to the appreciation of the involvement and development of law in our society.

308. Business Law II.

A continuation of BA 307, extending the analysis of the law into the realm of business organizations and property.

315. Principles of Management.

Study of general principles of business management with emphasis on transferability of management principles to all phases of business. Prerequisite: EC 200-201.

320. Principles of Finance.

A study of financial management principles from the point of view of the corporate financial officer, and as they relate to personal finance, investments and international finance. Prerequisites: EC 200, 201, BA 204.

322. Principles of Marketing.

Principles and problems in wholesaling, retailing, advertising, chain stores and mail-order merchandising; study of buying motives and commodity markets; methods in buying, selling, transportation, storage, pricing, and credit extension.

323. Production Management.

Develops an understanding of the basic production and operations functions of business firms. Identification and definition of major problem areas within these functions and development of concepts and techniques for dealing with these problems. Prerequisites: EC 200, 201, BA 204, 320, 315.

324. Personnel and Industrial Relations.

Analysis of the determinants of individual, group and organizational performance, with consideration given to intergroup processes, complex organizational processes, and the behavioral consequences of organizational structure. Prerequisites: EC 200, 201, BA 315.

400. Business Internship.

401. Independent Study and Research.

SEMINARS:

402. Advertising.

403. International Business.

404. Management Information Systems.

405. Business Policy

Capstone study of business policy through case studies. Integrates the fundamentals of all business disciplines into a comprehensive approach to problem definition, analysis, solution, and evaluation. Prerequisites: EC 200, 201, BA 204, 315, 320, 322.

AREAS OF SPECIALIZATION IN BUSINESS

1. *General Business Administration:* This program of study provides the student with a broad background in Business Administration. Required courses are: EC 200, EC 201, BA 203, BA 204, BA 307, BA 308, BA 315, BA 320, BA 322, BA 323 or BA 324, BA 405, EC 301.

2. *Accounting:* This program provides the student with a broad background in Business Administration and some concentration in Accounting. Required courses are EC 200, EC 201, BA 307, BA 308, BA 315, BA 320, BA 322, BA 405, BA 203, BA 204, BA 205, BA 206, EC 301.

3. *Business Finance:* This program provides concentrations in the area of Finance in addition to introduction to principal areas of Business. Required courses are: EC 200, EC 201, BA 203, BA 204, BA 315, BA 320, BA 322, EC 309, EC 310, BA 307, BA 308, BA 405, EC 301.

4. *Marketing:* This program provides concentration in the area of Marketing in addition to introduction to the principal areas of Business. Required courses are EC 200, EC 201, BA 203, BA 204, BA 315, BA

320, BA 322, BA 307, BA 308, EC 301, BA 250, BA 402, BA 405.

5. *Management*: This program provides concentration in the area of Management in addition to introduction to the principle areas of Business. Required courses are: EC 200, EC 201, BA 203, BA 204, BA 315, BA 320, BA 322, BA 307, BA 308, EC 301, BA 323, BA 324, BA 405.

In addition to the specific requirements above, students who intend to pursue graduate study will also take Math 106 Elementary Statistics and Math 141 Pre Calculus. This sequence of Math courses is very strongly recommended to all majors in Business Administration.

EDUCATION

BENJAMIN T. SHAWVER, *Professor, Chairman*

RON VAN RYSWYK, *Professor*

FRED M. KNOCHE, *Assistant Professor*

MARY J. JOHNSON, *Instructor*

Courses in education are provided for students preparing to teach in elementary and secondary schools. Most of the students enrolling in education courses complete one of the following teacher preparation programs approved by the Illinois State Teacher Certification Board: Illinois Standard Elementary Certificate, Illinois Standard High School Certificate, or the Illinois Standard Special Certificate.

Students completing one of the State of Illinois approved programs will be able generally to qualify for certificates in other states. Advisers in the department of education are prepared to discuss the requirements of other states and steps to be taken in applying for certificates.

Elementary School Teacher Preparation Program

A student completing the program outlined below and an A.B. degree at Monmouth College will be recommended to the Illinois State Certification Board under the approved program procedures for an Illinois Standard Elementary Certificate. This certificate is valid for teaching in grades kindergarten through nine in any public school district in Illinois except the city of Chicago.

FRESHMAN YEAR

First Term

English 101, Composition
Elective (Foreign Language)
Elective (Natural Science)
Elective (Physical Education)

Second Term

English 105, Introduction to Fiction
Foreign Language
Natural Science
Elective (Physical Education)

Third Term

Elective
Foreign Language
Elective (Humanities)
Elective (Physical Education)

SOPHOMORE YEAR

First Term

Elective (Major)
Elective (Gov't. 103 and 104)
Elective (Natural Science)
Education 200, The Teacher and the School
Elective (Physical Education)

Second Term

Major
Education 201, Educational Psychology
Elective (Sociology)
Elective (Physical Education)

Third Term

Major
Sp.—Comm. 210, Oral Interpretation
Elective (Literature or Philosophy)
Elective (Physical Education)

JUNIOR YEAR

First Term

Major
Mathematics 111, Mathematics for Elementary Teachers
Sp.—Comm. 300, Discussion and Group Dynamics
Education 330, Elementary School Curriculum and Methods, I

Second Term

Major
Mathematics 110, Mathematics for Elementary Teachers
Education 332, Teaching of Reading and Other Language Arts

Third Term

Major
Education 334, Teaching of Art in the Elementary Schools

Education 336, Teaching of Literature in the Elementary Schools
Music 312, Music for Elementary School Teachers



SENIOR YEAR

First Term

- Education 450, Student Teaching
- Education 430, Elementary School Curriculum and Methods, II

Second Term

- Major
- Elective (History 313, History of Education, or Philosophy 211, Philosophy of Education)
- Elective (History)

Third Term

- Major
- Elective
- Elective

High School Teacher Preparation Programs

State of Illinois approved programs for the Illinois Standard High School Certificate are available in:

Art	French	Physical
Biology	Geology	Education
Chemistry	German	Physics
Civics,	History	Psychology
Political Science	Latin	Sociology
Economics	Mathematics	Spanish
English	Music	Speech

A student electing to complete preparation for the Illinois Standard High School Certificate, valid for teaching in grades six through twelve, fulfills departmental major, distributional (general education), professional education, and other requirements for the baccalaureate degree. The departmental major must include a minimum of ten courses.

A course in American History or American Government should be elected in fulfilling a social science and history distributional requirement. Successful completion of a course in American History or American Government is required for an Illinois standard teaching certificate. Any one of the following courses in history and government may be used to fulfill the aforementioned requirement: History 110, 282, 283, 351, or 252, and Government 103, 104, and 300.

The professional education requirements include Education 200, 201, 340, 440, and 450, and History 313 or Philosophy 211. Concurrent enrollment in Education 440 and 450 is required.

Special Certificate Programs

State of Illinois approved programs for the Illinois Standard Special Certificate are available in Art, Music, and Physical Education. These certificates are valid for teaching in grades kindergarten through fourteen. The departmental major, distributional (general education, and graduation requirements are the

same as for the Illinois Standard High School Certificates in Art, Music, and Physical Education. The professional education requirements are the same as the ones for the high school certificate. Additionally students participate in methods courses directed toward the elementary school. These include Education 334, Teaching of Art in the Elementary School, for majors in art; Physical Education 211, Elementary School Physical Education, for majors in physical education; and Music 312, Teaching Music in Elementary Schools, for majors in music.

Learning Disabilities Program

The State of Illinois approved program includes a thirteen-course topical major, the education courses of the program approved for the Standard Elementary School Certificate, and the general education courses required for graduation. The courses of the topical major are Education 203, 204, 306, 307, 308, 460, 305 (Group Study: A Seminar in Learning Disabilities, concurrent with Education 460, ½ course credit), Biology 217, Psychology 231, and three electives from the following: Speech 220, 222, or 322; Sociology 102 or 324; Psychology 335 or 340.

200. The Teacher and the School.

Reading, discussion, and participation selected and arranged to provide an experiential basis for decisions about teaching and subsequent preparation for teaching. One-half course credit. Prerequisite for admission to Education 201.

201. Educational Psychology.

Investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasis on behavior modification, group dynamics, and interpersonal relationships in education. One course credit. Prerequisite: Education 200.

203. Characteristics of Exceptional Children.

A survey of the characteristics and educational needs of impaired and gifted children. Theories of intelligence are introduced and discussed as they apply to each exceptionality. Brief consideration is given to the problems of diagnosis, education, and treatment. One course credit.

204. Measurement and Evaluation of Exceptional Children.

The course includes an introduction to basic educational statistics and explores the diagnostic instruments used to identify the areas of exceptionality. Diagnostic instruments for the following areas will be discussed: general intelligence; developmental learning (as it applies to visual, auditory, perceptual and motor skills); and social and emotional adjustment. One course credit.

306. Needs and Problems of Children With Learning Disabilities.

An overview of the developing interests in specific learning disabilities is presented. The implications of neurological deficits upon the three main channels of learning (visual, auditory, and motor) are covered. A multidisciplinary approach to diagnosis and treatment is presented. One course credit.

307. Curricular Methods for Learning Disabilities.

The implications of major learning theories and research are studied as they apply to the curricular adjustments necessary for the student with learning disabilities. Theories of contemporary clinicians are reviewed and compared. One course credit.

308. Methods and Materials for Teaching Children with Learning Disabilities.

Specific diagnostic instruments used in identifying learning disabilities are discussed, with opportunity given for administration and interpretation. From diagnostic interpretations, preventative and remedial curricular techniques are applied to meet the needs of students with learning disabilities. One course credit.

330. Elementary School Curriculum and Methods of Instruction: Course I.

A study of the curriculum of the elementary school, planning for teaching, materials available, and methods of evaluation. One-half course credit. Prerequisite: Education 201.

332. Teaching of Reading and Other Language Arts.

A study of theories, practices, and techniques of teaching reading and other language arts. One course credit. Prerequisite: Education 201.

334. Teaching of Art in the Elementary School.

A study of the objectives, content, and methods of teaching art in the elementary school. One-half course credit. Prerequisite: Education 201.

336. Teaching of Literature in the Elementary School.

A study of the objectives, content, and methods of teaching literature in the elementary school. One-half course credit. Prerequisite: Education 201.

340. Secondary School Curriculum and Methods of Instruction: Course I.

Investigation of the curriculum of the secondary school and methods of instruction. Discussion of educational reforms and the changing secondary school. Emphasis placed on helping teacher candidates to understand their attitudes toward the school and the pupil. One-half course credit. Prerequisite: Education 201.

430. Elementary School Curriculum and Methods of Instruction: Course II.

A continuation of Education 330. Special attention will be given to objectives, content, methods and materials for the teaching of social studies and natural science. One-half course credit. Prerequisites: Education 330, 332, and admission to student teaching. Registration concurrent with student teaching.

440. Secondary School Curriculum and Methods of Instruction: Course II.

An intensive study of the curriculum area of the teacher-candidate. This study will include materials available, special methods, planning for teaching, and methods of evaluation. Instructional responsibility may be shared by representatives of teacher-candidates' major fields and staff from Department of Education. One-half course credit. Prerequisites: Education 340 and admission to student teaching. Registration concurrent with student teaching.

450. Student Teaching.

Directed observation and supervised teaching in grades or subjects within the scope of the certificate sought. Each student works in a public school under the supervision of one or more cooperating teachers, a supervisor from the Department of Education, and, in the instance of high school and special certificate candidates, a supervisor from the teacher-candidate's major department. Two and one-half course credits. Prerequisites: Admission to Student Teaching and concurrent registration in Education 430 or 440.

460. Practicum in Learning Disabilities.

This field experience provides an opportunity for in depth case studies (diagnosis, educational planning, parental and educational counseling, and remedial procedures) and classroom management of children with learning disabilities. The consultative services of specialists in academic subjects, speech, physical therapy, perceptual motor, social work, and psychology are made available. Two and one-half course credits.

INDIVIDUAL OR GROUP AND INDEPENDENT STUDY

305. Individual or Group Study.

Study of special topics in education under the guidance of an instructor. One-half to one course credit. Prerequisite: Approval of the chairman of the department.

400. Independent Study.

Investigation of special topics relevant to teaching and teacher preparation. One course credit. Prerequisite: Approval of the chairman of the department.

405. Urban Education Seminar.

A study of the objectives, organization, programs, and problems of schools in large urban centers. One course credit. Registration limited to appointees to Urban Teaching Program of the Associated Colleges of the Midwest.

Courses below are offered by other departments and cross-referenced by the Department of Education. Descriptions are found under the departments indicated.

History 313. History of Education.

Mathematics 110, 111. Mathematics for Elementary Teachers, I & II.

Music 312. Teaching Music in the Elementary Schools.

Philosophy 211. Philosophy of Education.

ENGLISH

GARY D. WILLHARDT, *Assistant Professor, Chairman*

ADELE KENNEDY, *Associate Professor*

RICHARD S. LEEVER, *Associate Professor*

JEREMY McNAMARA, *Associate Professor*

GRACE H. BOSWELL, *Assistant Professor*

MURRAY B. MOULDING, *Assistant Professor*

Within its curriculum, the English Department offers a program designed to meet the various needs of the general student and of our majors. In making curricular changes over the past few years, we have developed a wide range of course offerings and more flexibility in the methods of presenting literary materials. We recognize that we do not serve one type of major, but students who reflect a variety of educational goals and interests. Our curriculum has proved flexible enough to allow us to develop English majors who will teach in primary and secondary public education, as well as those whose major is preparation for professional school, such as law or graduate school.

The professional training and interests of the faculty of the department would require much time and space to describe adequately; the following statements only suggest the talents of each member. Dr. Richard Leever specializes in American literature and the Russian and European novel; Adele Kennedy, also in American literature, teaches courses in modern poetry and drama. Various aspects of British literary history are covered by Dr. Jeremy McNamara. Dr. Grace Boswell, and Dr. Gary Willhardt. Dr. McNamara teaches Shakespeare and various courses on Renaissance poetry and drama. Mrs. Boswell devotes much of her time to the literature of the nineteenth century, especially Romantic and Victorian poetry. Dr. Willhardt's primary concerns are eighteenth-century

poetry, the rise of the novel, and literary criticism. In addition to these areas, our resident creative writer, Murray Moulding, directs courses, not only in creative writing, but in various aspects of contemporary literature and criticism. Over the past few years the members of the department have made a concerted effort to develop the literature collection in the library so that we have not only the primary texts and sources, but the significant supportive literature, criticism and history to do an effective job.

The English department sees its role not merely to transmit the "facts and information" about the development of our literary heritage, but to instill within our students a sensitivity for our language and a critical awareness of our past and present literature. Our curriculum allows us to offer work in individual authors, literary periods, specific groups, theory and genre. Each year we provide a variety of courses, seminars, and independent studies through which our students increase their knowledge and their critical capabilities. We encourage independent research and the growth of independent judgment because we believe such development lies not only at the heart of our discipline, but of the liberal arts tradition itself.

DEPARTMENTAL MAJOR

It is expected that each major will work out a meaningful individual program with his adviser. This program must contain a minimum of nine courses beyond English 101. Only two of the introductory courses (105, 106, 120, 121, 122) may be included in the minimum for the major. A student may count toward his major a maximum of two literature in translation courses. If the student wishes he may count Classics 221, Mythology, as one of these two. One of the courses for the major must be at the 400 level.

101. Composition.

This course is devoted to the study and application of basic expository techniques. Weekly themes are written.

INTRODUCTORY COURSES:

A. Analytical

105. Introduction to Fiction.

An introduction to the analysis of the short story, the novella, and the novel.

106. Introduction to Poetry.

An introduction to the analysis of poetry as a genre.

B. Historical

120. Anglo-Saxon to late 17th Century (800-1700).

121. Neo-classical and Romantic Periods (1700-1830).
122. Victorian to Modern (1830 - World War II).

A series of courses emphasizing the chronological development of literature in the English language in both England and the United States. Literary movements, cultural influences, historical developments will be stressed. The student may enter this sequence where he wishes.

INTERMEDIATE COURSES:

210. Creative Writing.

Practice in the analysis of fictional and poetic forms and in the writing of fiction and poetry. Students who wish to enroll in this course should submit examples of their writing and obtain permission from the instructor.

211. Russian Literature in Translation.

A study of representative Russian novels and short stories by the major authors of the 19th and 20th centuries (Chekhov, Dostoevski, Gogol, Pasternak, Sholokhov, Tolstoi, Turgenev) against the political and social backgrounds of their times.

215. Japanese Literature in Translation.

A study of selections from Japanese literature with special reference to Western impact on its development. See Japanese 315.

225. Black Literature.

A survey of the works of Black American authors beginning with pre-Civil War slave narratives to the present. It includes poetry, short stories, novels, and drama, as well as the expository writing of such men as Washington, DuBois, Wright, Baldwin, Malcolm X and Cleaver.

250. Special Topics .

314. History of the English Language.

A study of the historical development of the English language, including some attention to internal history—sounds and inflections—as well as to external history—political, social, and intellectual movements and forces that have affected the development of the language at different periods.

331. The Practice of Literary Criticism.

Studies in the fundamental methods and techniques of modern literary criticism.

341. Studies in Medieval and Renaissance Literature.
342. Studies in 17th and 18th Century Literature.
343. Studies in 19th and 20th Century Literature.

344. Studies in American Literature to 1865.
345. Studies in American Literature 1865 to 1940.
346. Studies in American Literature 1940 to Present.

Period courses organized in a variety of ways in order to emphasize literary modes, literary groups or individuals. Students may take any course more than once; course subjects will be announced yearly.

350. Special Topics in Literature and Related Areas.

A course which permits the investigation of narrowly defined literary topics, or of subjects of an interdisciplinary nature.

351. Genre Studies: Novel.

352. Genre Studies: Drama.

353. Genre Studies: Poetry.

Studies in the various literary types and modes, such as the development of the novel, studies in comedy or tragedy, or in lyric or satire.

361. Shakespeare.

Studies in the comedies and history plays.

362. Shakespeare.

Studies in the tragedies and romances.

ADVANCED COURSES:

310. Advanced Creative Writing.

One-third credit per term. Can be taken up to three times. Prerequisite: English 210 and permission of instructor.

400. Seminar in Literary History.

A seminar giving students the opportunity to do intensive study in key literary periods and subjects, related to literary history of a specific period. Consent of instructor.

401. Seminar in Individual Authors.

An in-depth study and appraisal of an individual novelist, poet, or playwright. Consent of instructor.

402. Seminar in Literary Theory.

Seminar dealing in the broad theories of literature, including the nature of literature, criticism, and related areas, such as biography. Consent of instructor.

403. Modern Poetry. British and American.

A study of 20th century British and American poetry. The course is conducted as a seminar with emphasis on literary movements and social significance. Consent of instructor.

410. Modern Drama.

A study of Continental, British, and American drama from Ibsen to the present. Emphasis on major movements: Realism, Impressionism, Expressionism, Existentialism. Consent of instructor.

450. Independent Study.

Students should arrange with individual instructors for independent study projects.

451. Honors Seminar.

This course will normally be taught in the second term and is a prerequisite for students seeking an honors degree in English. Enrollment in the course is by application to the English Department only.

GEOLOGY

DONALD L. WILLS, *Associate Professor, Chairman*

LYMAN O. WILLIAMS, *Associate Professor*

The goal of the geology program is for the student to learn to function as a scholar in the classroom, laboratory, library and field through the full range of facts to high levels of inference. Emphasis on field oriented problems is consistent with our geographic setting and the nature of the field of geology.

The geology curriculum is designed to provide for the geology major, topical or divisional major and non-major. This is accomplished through offering a variety of introductory courses beyond the physical and historical sequence. Recently the department has instituted courses in environmental geology which address themselves to the problems of earth-man relationships.

Seminars and special topic courses are extensively utilized to provide in-depth experience in areas of special student and faculty interest. These courses are usually less structured and aid in developing closer student-faculty relationships.

Geology majors are encouraged to participate in research at an early stage in their professional development. These studies are generally field-oriented and are on problems tailored to the level of the individual student's competence.

Through its program the geology department provides a sound, broad-based, integrated curriculum upon which the student can build in graduate school or through continued self-education.

DEPARTMENTAL MAJOR

Professional Preparation

Students planning to undertake a professional career in geology must complete the following requirements:

(a) A minimum of eight term courses in geology of

which at least three must be at or above the 300 level.

- (b) A minimum of one term course above the introductory level in biology, chemistry or physics.
- (c) A minimum of two term courses in mathematics. Students interested in mineralogy and petrology should complete the calculus sequence. Students interested in stratigraphy and paleontology should take statistics and computer science.
- (d) Students desiring to graduate with honors must take Geology 406.

Earth Science Teacher

The State of Illinois offers two options for Earth Science Teachers:

- (a) Teaching of Physical Science
- (b) Teaching of General Science

(See Education Department section for requirements for certification.)

DIVISIONAL OR TOPICAL MAJOR IN ENVIRONMENTAL GEOLOGY

Students interested in environmental problems may select this option as preparation for careers in environmental science. Further information about this option can be obtained from the departmental chairman.

101. Physical Geology.

An introduction to the science of the earth. Materials composing the earth and the work of agencies both external and internal modifying its surface. Laboratory and field trips to areas of geologic interest. Open to all students.

102. Historical Geology.

A comprehensive review of what is known and inferred about the history of the earth from its beginning to the present. Laboratory and field trips to areas of geologic interest. Prerequisite: Geology 101.

105. Environmental Geology I: Geologic Hazards and Resource Management.

Study of the interaction of man and his environment to discover how he can best conduct his affairs to produce minimal change and harm to his environment. The subject is approached through lectures, readings, discussions, laboratory, and field experiences. Prerequisite: Geology 101.

106. Environmental Geology II: Geohydrology.

Physical and chemical properties of water; water in the atmosphere, lithosphere and biosphere; interaction of man and the hydrosphere, use and conservation of water. Material is presented by members of the

Biology, Chemistry and Physics Departments as well as the Geology staff. The subject matter is approached through lectures, readings, discussions, laboratory and field exercises.

212. Mineralogy.

Crystallography, crystal chemistry, and descriptive mineralogy; mineral occurrences, associations and uses. Prerequisite: Chemistry 111 or concurrent registration.

222. General Paleontology.

Fundamental treatment of the basic concepts of paleontology. Systematic consideration of morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils.

233. Geological Techniques.

Study of instruments and their use for measuring earth phenomena. Frequent field trips, some on weekends, spring vacation and/or on holidays to areas of geologic interest.

302. Stratigraphy.

Principles of stratigraphy; genetic relations and correlation of rock and time rock units. Prerequisite: Geology 102 and/or consent of the instructor. (alternate years)

304. Optical Mineralogy.

A study of the behavior of light as it interacts with the atomic structure of crystals; isotropic, uniaxial and biaxial minerals are studied using the polarizing microscope. Prerequisite: Geology 212.

311. Structural Geology.

Character, classification, and origin of rock structure. Prerequisites: Geology 102, first-year physics. (alternate years)

322. Geomorphology.

Consideration of the fundamental concepts of the origin and development of land forms. One of the major tasks in the course will be to utilize quantitative methods of landform analysis. Prerequisite: Geology 102. (alternate years)

323. Sedimentary Petrology.

The study of clastic and carbonate rocks in thin section and hand specimen. Prerequisite: Geology 304.

324. Igneous and Metamorphic Petrology.

The study of igneous and metamorphic rocks in thin section and hand specimen. Prerequisite: Geology 304.

333. Paleocology.

Interpretation of life habit of fossil organisms from skeletal morphology and associated depositional features; consideration of interrelationships of organisms with their physical and biologic environment; emphasis will be placed upon reconstruction of the original biotic communities from fossil evidence. Prerequisites: Geology 222, 223, 323, and 302 or consent of instructor.

406. Independent Study.

Individual research and readings. May include senior thesis. Required of all candidates for graduation with departmental honors. May be repeated for credit. Prerequisite: consent of instructor.

407. Seminar.

Topical seminar with selected readings, written preparations and/or oral presentations. May be repeated for credit. Prerequisite: consent of the instructor.

The following courses are available to Monmouth students at Knox College:

Physiography of Eastern United States (Geology 201).

Physiography of Western United States (Geology 202).

X-Ray Diffraction and Fluorescence (Geology 306).

Geology Seminar (Geology 321).

GOVERNMENT

ROY M. McCLINTOCK, *Associate Professor, Chairman*

CECIL C. BRETT, *Professor*

CHI Y. LIN, *Assistant Professor*

The curriculum of the Government Department is designed to provide a broad background in the field of political science as well as prepare the majors for further advancement beyond Monmouth College. For the first purpose, the Department offers all the basic courses in the major fields of political science, including American Government, International Relations, Foreign Governments, Political Theory, and Public Administration. By fulfilling the requirements, students are expected to be well-informed on political phenomena.

The Government curriculum also prepares students for graduate school or law school. Students interested in the former are urged to take both Scope and Methods and the Senior Seminar. Students intending to go to law school are encouraged to take Jurisprudence, a course specially devised for pre-law students.

The Department has three faculty members. Dr. McClintock teaches various courses in American Government and politics, specializing in the judicial system. He will be on sabbatical leave in the 1973 Winter Term to study the American judicial system. Dr. Lin teaches non-American fields, specializing in Chinese politics and U.S.-China relations. He is currently doing research on Sino-American relations. Dr. Brett teaches International Relations and specializes in Japanese politics (he was in Japan for one year as a Fulbright scholar), and is in charge of the East Asian Studies Program at Monmouth College. Dr. Brett also offers courses in Oriental Civilization and Japanese History.

DEPARTMENTAL MAJOR

A minimum of eight courses, including Government 103 and 104, 341 or 342, 351 or 352, and 320 or 404.

103. Introduction to American National Government.

A study of the federal government and its constitutional development.

104. State and Local Government and Politics.

A study of the political institutions of the 50 states and their subdivisions (counties, townships, cities, etc.); also, the Constitution of Illinois, to meet one of the Illinois requirements for teachers. This course is a sequence to Government 103, although both can be taken independently.

241. Foreign Government I. Western European Governments and Politics.

A study of the governments and politics of England, France, and West Germany. The political cultures, interest groups, and political parties and elections of these countries will also be examined. Prerequisites: Government 103 or 104. Junior standing.

242. Foreign Government II. Chinese Government and Politics.

A study of the traditional Chinese political order, the transitional period (Kuomintang to Revolution), and Communist rule. Prerequisites: Government 103 or 104, or History 201 or 202, or 203. Junior standing.

250. Special Topics.

Subjects selected according to the interests of the students and the capabilities of the instructors.

300. Government in Action.

A study of the theory, structure and operation of the federal government through lecture, reading and directed observation in Washington, D.C. as part of Washington House Program.

302. Business and Government.

See Economics 302.

303. Government and Labor.

See Economics 303.

310. Public Finance.

See Economics 310.

311. Party Politics and Election.

A study of the problems and conduct of elections and primaries in the United States. Special studies are made of current political campaigns. Prerequisites: Government 103 and 104, junior standing or consent of the instructor.
(alternate years)

320. Scope and Methods of Political Science.

An examination of the scientific study of politics, the present state of political science, and the different approaches to the scientific study of politics. Prerequisites: Government 103 and 104. Junior standing.

351. Political Theory I: Plato to Bodin.

A historical survey and philosophical analysis of political theory from ancient Greece to the 16th century. Required reading from Plato, Aristotle, Machiavelli, and others. Prerequisites: History 102, or Government 103 or 104.

352. Political Theory II: Modern Political Theory.

A continuation of Government 351, from the 17th century to the present. Required reading from Hobbes, Locke, Rousseau, Burke, Mill, and Communist and Socialist theorists. Prerequisites: History 102, or Government 103 or 104.

353. Communism.

A study of Communist ideas, including pre-Marx Communism, Marxism, Leninism, Stalinism, and Maoism. Prerequisite: Junior standing.

360. Public Administration.

A study of the nature, scope, and development of the American administrative system, the theory of organization, staff and auxiliary agencies, chief executive, administrative departments, independent regulatory agencies, government corporations, administrative relationships, and science in administration. Prerequisite: Government 103 or 104.
(alternate years)

361. Legislatures and Legislation.

A study of the legislative process, methods of getting information, public opinion, and special interest. Prerequisite: Government 103 or 104. Junior standing.



364. Pressure Groups and Lobbying.

An examination of pressure groups and their attempts to influence the passage of legislation on national and state levels. (Offered in alternate years). Prerequisite: 103, 104, or consent of instructor.

380. World Politics.

A study of states in relation to each other; as friends, rivals, contestants; the influence of nationalism, economic rivalry, power politics; causes of conflict, means of resolving conflict and avoiding war. Prerequisite: Government 103 or 104 or History 103.

381. International Politics of the Far East.

Background of Far Eastern international relations. World War II and its aftermath. Nationalism. The bi-polar conflict in Asia. The politics of neutralism or non-alignment. U.S. policy in Asia.

385. American Foreign Policy.

An analysis of the policy making process, the instruments of policy, and the world environment confronting American Foreign Policy makers in the periods since World War II. Prerequisite: Government 103, 104; and 380 or 381.

395. American Constitutional Law I.

A study of the federal system and the federal government as developed through judicial interpretation of the Constitution. Prerequisite: Government 103, 104 or consent of the instructor. Junior standing.

396. American Constitutional Law II.

Civil Rights, a study of judicial interpretation of the Federal Bill of Rights, and the 14th Amendment. Prerequisite: Government 103, 104 or consent of the instructor. Junior standing.

398. Jurisprudence.

A study of the sources and nature of law. The nature of judicial process and the practice of law. Local lawyers will be used as guest lecturers. Designed for pre-law students. (Offered in alternate years). Prerequisite: 103, 104, or consent of instructor.

401. Independent Study.

Selected reading, written reports, conferences. Prerequisite: junior or senior standing. By arrangement with the instructor.

404. Senior Seminar.

A schedule of reading, reports, and discussions designed to give a broad knowledge of the literature in the discipline of political science.

The following courses are available to Monmouth students at Knox College:

Foreign Policy of the Soviet Union (Political Science 216).

Jurisprudence (Political Science 302.)

International Law and Organization (Political Science 312).

Problems in Administration (Political Science 322).

Opinion and Public Policy (Political Science 332).

Theory of Political Development (Political Science 345).

HISTORY

WILLIAM L. URBAN, *Associate Professor, Chairman*

CECIL C. BRETT, *Professor*

F. GARVIN DAVENPORT, *Professor*

MARY B. CROW, *Associate Professor*

DOUGLAS R. SPITZ, *Associate Professor*

GEORGE D. TSELOS, *Assistant Professor*

In the Department of History there is a diversity of training, teaching styles, and philosophy; and there is agreement that there are advantages to such diversity. The object of college instruction is to teach not only factual material, but the ability to think for oneself. Because most writing on the past is based on certain assumptions, the students must become aware of the assumptions as well as the material discussed. Diverse approaches to history emphasize this basic truth, and help the student to identify those philosophical questions which have always made history worthy of study. Who am I? Why am I? How can I understand what is happening, and what has happened in the past? Out of all the events which have occurred, why are some considered important? Why has the choice of "important events" changed over the centuries.

Basic to the history program are two courses, History 100 and History 300, designed for the freshman and junior years respectively. The first concentrates on instruction in the various schools of history; the second on research techniques. Independent reading and independent study, each accompanied by frequent meetings with the professors, further encourage the student to work hard on his own.

Because undergraduate history courses as taught here require no special training or background, most classes are open to freshmen and non-majors. Class size is usually small, from a dozen to twenty-five, and rarely does a class go over thirty-five. Consequently class discussions are frequent, and the choice of readings reflects the flexibility of the teaching format. The day of the massive text book has passed; the paperback revolution provides a diverse, interesting selection of reading materials. Several professors handy in the use of the camera use slides to illustrate parts of their lectures, and all use audio-visual aids where appropriate.

The history staff has five Ph.D.'s (Vanderbilt, Michigan, Nebraska, Texas, and Minnesota), each active in professional organizations and each involved in research and publication. Emphasis, however, is upon teaching. All members of the staff are experienced teachers working in areas of their training and interest. Two are in American History, two in European, one in British and Indian, and one in East Asian History.

For those interested, there is a history club which has speakers, projects, and occasional field trips. And there is the honorary history fraternity, Phi Alpha Theta, which not long ago had a convention on the Monmouth campus. Several students of recent years have completed their Ph.D. requirements in history at nationally prominent schools. Others have entered journalism, law, and professional schools. Many have become public school teachers, and often earn Master's Degrees in their field.

DEPARTMENT MAJOR

A minimum of 10 courses, including 100, 110, 300 and 408. One course in either Afro-American or Asian history is recommended.

100. Introduction to the Study of History.

The nature of history; its uses and limitations. The philosophy and methodology of history. Required of all majors.

102. Western Civilization.

A survey of social and political developments in European civilization from the Renaissance to the end of the Napoleonic Era.

103. Western Civilization.

A continuation of 102 but may be taken separately. The main political, social and economic forces in Europe since 1815.

110. Great Issues in United States History.

A study of selected problems and crises in the history of the United States beginning with the American Revolution. Required of history majors. Should be taken in either the freshman or sophomore year.

201. Oriental Civilization I.

Asian history and culture before 1600.

202. Oriental Civilization II.

A continuation of 201 but may be taken separately.

203. Oriental Civilization III.

The culture and social institutions of modern Asia. Selected topics government, philosophy and the arts. The impact of Western civilization. May be taken separately.

211. History of Greece.

Classical Greece. Concentration on Ancient historians and their works. Open to all students.

212. History of Rome.

An interpretation and evaluation of Roman civilization with special emphasis on the late Roman Republic. Open to all students.

222. Medieval History.

Topics in medieval life, politics and culture. Open to all students.

223. The Renaissance.

Social and political life with considerable attention to the cultural contributions of the period. Open to all students.

234. 19th Century Europe.

The industrial revolution, the growth of democracy, nationalism, and imperialism from 1815 to 1890. Open to all students.

235. 20th Century Europe.

Main issues in European history from 1890 to the present with emphasis on Germany as the focal point of European politics. Open to all students.

241. History of Great Britain I.

English political and social development from the earliest times to the mid-17th century. Open to all students.

242. History of Great Britain II.

A continuation of 241 but may be taken separately. The modern parliament, political and social reform. Britain in the 20th century. Open to all students.

282. Afro-American History I.

History of American black people with the emphasis on the period before 1865. Open to all students.

283. Afro-American History II.

A continuation of 282 but may be taken separately. Covers events from the Reconstruction era to the contemporary civil rights movement and black militancy. Open to all students.

301. Modern China.

From 1800 to the present. Emphasis on the impact of the West on China.

302. Modern Japan.

Social, economic, and political development of modern Japan. Emphasis on the Japanese response to problems posed by contacts with the Western world.

303. Modern India.

A study of political, social, and economic factors, with special attention to the impact of British colonialism and the independence movement on traditional institutions.

313. History of American Education.

The evolution of the public school and higher education. Emphasis on problems of the 20th century. This course cannot be used for either distribution or major requirements. Open only to juniors and seniors in the teacher training program.

351. Social and Intellectual History of the United States.

Emphasis is placed on the social and cultural forces of the 19th century which laid the foundation for 20th century social patterns. Not open to freshmen.

353. 20th Century America.

A study of the political and social movements in the United States from about 1890 to the present. Not open to freshmen.

PRO-SEMINARS

349-350. Studies in European History.

Tudor-Stuart England, The Reformation, or French Revolution will be offered on a rotating schedule. Topics will be announced in advance of registration. The course may be repeated for credit as the topic changes. Open to majors and qualified non-majors.

359-360. Studies in American History.

Colonial Civilization, the American South, or the Civil War will be offered on a rotating schedule. Topics will be announced in advance of registration. The course may be repeated for credit as the topic changes. Open to majors and qualified non-majors.

SEMINARS AND INDEPENDENT STUDY

300. Junior Seminar.

A research seminar required of all majors in the junior year.

320. Independent Reading.

Reading supervised by instructors in areas not offered by department and in more advanced work. Consent of instructor necessary.

402. Independent Study in Afro-American History.

For qualified majors and non-majors. Prerequisite: History 282 or 283, sophomore standing or above, consent of the instructor.

408. Independent Study.

Required of all majors. Topics are selected from one of the following fields: the United States, Western Europe, Russia and Eastern Europe, or Asia. Prerequisite: History 300 and the consent of the instructor. May be repeated for credit.

Knox College courses are open to Monmouth students. Students are encouraged to check the Knox offerings each term. Also the Monmouth faculty occasionally exchanges with other schools so as to provide a wider variety of courses than are listed in the catalog. In 1972-73 there will be exchanges with Knox and Bradley.

MATHEMATICS

R. D. BOSWELL, JR., *Professor, Chairman*

PAUL CRAMER, *Associate Professor*

JOHN D. ARRISON, *Assistant Professor*

DAVID L. EHLERT, *Assistant Professor*

CAROL V. BRASEL, *Instructor (part-time)*

The Department of Mathematics offers a rather wide range of courses designed to meet the needs of students with various career interests. In addition to courses for the student interested in a career in mathematics, the Department offers courses for those students who desire some mathematics as part of their general liberal arts education, for those students who desire to study in the sciences, and for those students who plan a career in the social sciences. Each course is designed with the expectation that students will develop understanding of basic concepts, competency in problem-solving and technical proficiency.

For those who desire to follow a mathematics-oriented career, a strong departmental major is available to prepare them for one or more of the following options: 1) Entrance into industry or government service to work on the mathematical problems there, 2) Entrance into a strong graduate program in mathematics, 3) Entrance into the teaching profession at the secondary school or elementary school level.

The Department encourages its majors, early in their college careers, to learn to use the computer as a learning resource. There is a growing awareness on campus that this learning resource can be valuable to a large number of students in a diversity of disciplines.

The members of the Department have a rather broad range of specialized interests including algebra, analysis, topology, statistics and probability.

DEPARTMENTAL MAJOR

- (a) A minimum of ten term courses including Mathematics 151, 152, 252, 252, 301, 311, and 254 or 339, and including one of the following se-

quences: Mathematics 301 and 302, 311 and 312, 339 and 340. A reading knowledge of French, German, or Russian is strongly recommended.

- (b) Students who complete the teacher certification requirements may obtain a major in mathematics by taking a minimum of ten term courses including Mathematics 151, 152, 251, 252, 311, and a course in geometry. A reading knowledge of French, German, or Russian is recommended.
- (c) Candidates for Honors in Mathematics will be expected to complete appropriate independent study and pass a comprehensive examination.

Note: No course numbered below 151 will be counted toward satisfying the minimum requirements for a major in mathematics.

103. Introduction to Computer Programing.

One-third term course credit.

104. A Numerical Approach to Elementary Mathematics.

Concepts in algebra, graphing of functions, and linear algebra approached from a numerical and problem-solving point of view. Enrollment limited to students who do not have credit in a college mathematics course.

106. Elementary Statistics.

Methods for handling data, nature of probability distributions, and an introduction to statistical inference with applications. Includes mean and variance, correlation and regression, and some of the basic distributions of statistics.

110. Mathematics for Elementary Teachers I.

A study of the number systems of arithmetic—the natural numbers, the rational numbers, and the integers—and their properties. Enrollment limited to students preparing to teach elementary school mathematics.

111. Mathematics for Elementary Teachers II.

Informal geometry and topics in mathematical reasoning. Enrollment limited to students preparing to teach elementary school mathematics. Mathematics 110 and 111 may be taken in either order.

141. Elementary Functions.

A study of polynomial, circular, exponential, and logarithmic functions. This is a pre-calculus course. Prerequisite: Two and one half years of college preparatory mathematics.

151. Calculus I.

A study of the calculus of functions of a single variable. Prerequisite: Placement or Mathematics 141.

152. Calculus II.

Continuation of Mathematics 151. Prerequisite: Mathematics 151.

251. Linear Algebra and Multivariate Calculus I.

Vector analysis, vector spaces, linear transformations and matrices, determinants and systems of equations, calculus of several variables. Prerequisite: Mathematics 152.

252. Linear Algebra and Multivariate Calculus II.

Continuation of Mathematics 251. Prerequisite: Mathematics 251.

254. Differential Equations.

An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 252.

301. Advanced Calculus.

A theoretical development of the calculus of one and several variables including topological concepts, limit theorems, differentiation, integration, series, pointwise convergence and uniform convergence. Prerequisite: Mathematics 252.

302. Advanced Calculus.

Continuation of Mathematics 301. Prerequisite: Mathematics 301.

311. Introduction to Modern Algebra.

Rings, integral domains, fields, groups, determinants, and matrices. Prerequisite: Mathematics 152.

312. Introduction to Modern Algebra.

A continuation of Mathematics 311. Prerequisite: Mathematics 311.

315. Theory of Numbers.

The properties of the whole numbers, divisibility, diophantine equations, prime numbers, congruences, residues. Prerequisite: Mathematics 152.

317. Projective Geometry.

An axiomatic approach to projective geometry. Prerequisite: Mathematics 152.

323. Numerical Analysis.

An introduction to numerical methods in mathematics. Topics from the theory of computation with applications to linear algebra and differential equations. Computer methods, systems of linear equations, eigenvalues, numerical solutions of differential equations. Prerequisites: Mathematics 252 and Mathematics 103 (one may take Mathematics 323 and Mathematics 103 concurrently.)

339. Probability and Statistics.

An introduction to probability theory and its applications. Discrete and continuous random variables, density functions, distribution functions, expectation and variance. Prerequisite: Mathematics 252.

340. Probability and Statistics.

An introduction to the theory and applications of statistics. Limit theorems, estimation, confidence intervals, and statistical inference. Prerequisite: Mathematics 339.

341. Functions of a Complex Variable.

Algebra of complex numbers, limits, differentiation, analytic functions, integration, series, residues, conformal mappings. Prerequisite: Mathematics 252.

350. Topics in Mathematics.

The topics to be studied will be announced before registration when this course is offered. The course may be repeated provided the student does not already have credit for the topics being studied. Prerequisite: Consent of the instructor.

411. Introduction to Topology.

Metric spaces, general topological spaces, compactness, separation and connectedness. Prerequisite: Mathematics 252 and consent of the instructor.

412. Introduction to Topology.

Continuation of Mathematics 411. Prerequisite: Mathematics 411.

421. Independent Study and Seminar.

Selected topics in advanced mathematics. Prerequisite: Mathematics 311.

422. Independent Study and Seminar.

A continuation of Mathematics 421.

The following courses are available to Monmouth students at Knox College:

Introduction to Real Analysis (Mathematics 334).
Foundations of Mathematics (Mathematics 327).

MODERN FOREIGN LANGUAGES

HARRY W. OSBORNE, *Professor of French, Chairman*
EDENIA GUILLERMO, *Associate Professor of Spanish*
HELEN V. FRITSCHI, *Instructor of German*
KAREN M. WOODWARD, *Instructor of French*

The Modern Foreign Language Department has two main functions at Monmouth College: (1) to supply

the beginning student with a useful learning tool and expose him to a foreign way of life and thought; (2) to provide advanced courses for those interested in specializing in the field of foreign languages and literature.

Beginning courses emphasize practical use of the language while also laying the foundation for advanced study if the student desires to continue. The department has a modern well-equipped language laboratory and access to special audio-visual equipment needed for language study.

All members of the department are either native speakers or teachers who have lived and traveled in the country whose language they speak and who handle the language with native or near-native fluency.

In its language and literature courses the Modern Foreign Language Department tries to give the student an understanding of the history and culture of the country or countries whose language he is studying. The department feels that the study of a foreign language gives us a singularly direct and probing insight into another culture and that such an insight has another interesting reward: it enables us to see much more clearly into our own culture and civilization.

The department also encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every possible way. The department feels that such a study-travel experience is invaluable to any student and provides him with a better understanding of himself and his fellow man.

Students may wish to take advantage of the agreement with Knox College whereby Monmouth College students can take courses at the neighboring campus.

In addition to its two main functions, the department, in collaboration with the Department of Education, offers teacher-training programs for students preparing to enter the field of teaching.

DEPARTMENTAL MAJOR

- (a) A minimum of eight term courses beyond 101-102 covering the periods of the literature. Proficiency in the spoken and written language, evidence of ability to develop a linguistic or literary subject involving research, organization, and critical judgment through at least one independent study course.
- (b) Senior seminar.
- (c) Foreign language selected as a teaching minor by majors in other departments: four term courses beyond the elementary level and satisfactory proficiency in the spoken and written languages.

Students are encouraged, under the guidance of the department, to participate in an accredited foreign study program. Candidates for foreign study must be approved by the department and programs must be planned well in advance.

On the basis of placement examinations, recommendations for courses are made to students who wish to continue a language studied in high school. A proficiency examination provides a means of meeting the foreign language requirement for graduation.

FRENCH

101. Elementary.

Introduction to spoken and written French. Attention to pronunciation with practice in using the language. Laboratory facilities provide authentic speech patterns. This course builds a foundation for reading the language.

102. Elementary.

A continuation of 101.

201. Intermediate.

Selected readings of modern literature, with conversational approach. Continued emphasis on oral and written expression aided by laboratory practice.

203. Introduction to French Literature.

Follows 201. This course is a continuation of a study of the language not, however, through the use of a conventional grammar and reader but by means of an examination of great works of literature in that language. In the study of masterpieces of literature, the concern will be with both form and content, with language and meaning.

250. Special Topics.

299. Written and Oral Practice.

A study of French language structure beyond the intermediate level. Grammar, written and oral composition and insistence on accuracy of expression. Prerequisite: French 201.

310. Advanced Composition and Conversation.

An advanced course in the study of French grammar, composition, style, and phonetics. Prerequisite: French 299 or permission of the chairman.

320. Individual or Group Study.

Specialized study, under guidance of the instructor, of certain aspects or periods of French literature i.e., Medieval literature, the "Encyclopedist," French lyrics, memoirs and letters.

330. The Literature and Culture of France During the Medieval Period and the Renaissance.

A study of selected masterpieces of French Literature during the Middle Ages and the Renaissance and of the cultural framework in which these works were produced.

331. The Literature and Culture of France During the 17th Century—The Classical Period.

A study of selected masterpieces of French Literature in the 17th century and of the cultural framework in which these works were produced.

332. The Literature and Culture of France During the 18th Century—The Age of Enlightenment.

A study of selected masterpieces of French Literature in the 18th century and of the cultural framework in which these works were produced.

333. The Literature and Culture of France During the 19th Century—The Age of Romanticism.

A study of selected masterpieces of French Literature in the 19th century and of the cultural framework in which these works were produced.

334. The Literature and Culture of France During the 20th Century—The Modern Period.

A study of selected masterpieces of French Literature in the 20th century and of the cultural framework in which these works were produced.

401. Independent Study.

Individual research problems under the guidance of the instructor.

GERMAN

101. Elementary.

An introduction to the German language, with emphasis on pronunciation and comprehension. Laboratory practice supplements classroom instruction. A foundation for reading and writing the language.

102. Elementary.

A continuation of 101.

201. Intermediate.

Extensive reading of modern literature. Continued attention to written expression through diary, letter, and essay writing; further practice in conversation through class and laboratory work. Acquaintance with essential aspects of German culture, through such media as monthly German newsreels.

203. Introduction to German Literature.

Follows 201. This course is a continuation of a study of the language not, however, through the use of a conventional grammar and reader but by means of an examination of great works of literature in that language. In our study of masterpieces of literature, we will be concerned with both form and content, with language and meaning.

299. Composition and Conversation.

Concentrated training in fluent written and oral expression. Introduction to diary and letter writing. Prerequisite: German 201.

301. German Literature from Naturalism to the Present.

A study of major figures and movements in German literature of the 20th century. (Friedrich Nietzsche to Kafka; Stefan George to Gottfried Benn; Gerhart Hauptmann to Bertholt Brecht). Attention will be also directed to the relation between literature and the socio-political history of the period. Prerequisite: German 203 or 299.

302. German Literature of the 19th Century.

Poetry and the "Novelle" during the period 1830-1880. Critical reading of selected works by Droste-Hulshoff, Gotthelf, Heine, Kleist, C.F. Meyer, Morike, Storm and others. Prerequisite: German 203 or 299.

303. German Romanticism.

A study of selections from the major writers of the Romantic Movement in Germany. Critical definitions of Romanticism and romantic theories of literature in connection with careful analysis of representative texts. (Tieck, die bruder Schlegel, Novalis, Brentano, Arnim, Eichendorff, E.T.A. Hoffman and Heine.) Prerequisite: German 203 or 299.

307. Goethe, Schiller and the Development of German Classicism.

An introduction to the life and works of Goethe and Schiller with special reference to the emergence of Weimar Classicism. Prerequisite: German 203 or 299.

310. Advanced Composition and Conversation.

Introduction to the writing of expository prose in German with special attention to individual writing problems. Analysis and discussion of topics. Emphasis on free composition. Prerequisite: German 299 or permission of the chairman.

320. Individual or Group Study.

Specialized study, under guidance of the instructor, of certain aspects of German literature and scientific and philosophical writings. Prerequisite: a German 300 course or consent of the instructor.

400. Senior Seminar.

Topics in German literature, changing with instructor and class. May emphasize a period, a genre, an author, or a recurrent theme. Will attempt to focus the student's experiences in the field. Prerequisite: two German literature courses, and junior or senior status. Required of all majors.

401. Independent Study.

Individual research problems under guidance of the instructor. Preparation for studies in Germany.

JAPANESE

101. Elementary.

An introduction to standard Japanese, with emphasis on structural characteristics of the language. Laboratory exercises provide drills in pronunciation and practice in listening, comprehending and speaking.

102. Elementary.

A continuation of 101, with introductory work in written Japanese.

103. Elementary Conversation and Composition.

Review of the essentials of Japanese grammar covered in Japanese 101 and 102 with extensive drills and practice in speaking, comprehending, reading, and writing. The aim of the course is a synthetic understanding of the structure of the language rather than an analytical one.

201. Intermediate.

Continued emphasis on the oral and written language. Readings from Japanese authors with audio-visual aids.

202. Intermediate.

A continuation of 201.

315. Japanese Literature in Translation.

See English 215. A study of selections from Japanese literature with special reference to Western impact on its development.

SPANISH

101. Elementary.

An introduction to Spanish as a spoken and written language. Regular practice in the classroom and laboratory in hearing and imitating current, realistic speech. Four-fold aim of speaking, comprehending, reading and writing the language.

102. Elementary.

A continuation of 101.

201. Intermediate.

Continued emphasis on the spoken and written languages, aimed toward adequate oral and written expression. Readings from modern literature, with analysis and interpretation. Acquaintance with cultural aspects of Spain and Spanish America.

203. Introduction to Spanish Literature.

Follows 201. This course is a continuation of a study

of the language not, however, through the use of a conventional grammar and reader but by means of an examination of great works of literature in that language. In our study of masterpieces of literature, we will be concerned with both form and content, with language and meaning.

250. Special Topics.

299. Written and Oral Practice.

Spanish language structure beyond the intermediate level; conversation based on readings; written composition aimed towards accuracy of expression, use of tapes and discs. Prerequisite: Spanish 201.

303. Generations of 1898 and 1914.

Ganivet, Costa, Unamuno, Azorin, Maeztu, Menendez-Pidal, los Machado; Ortega, D'Ors, Perez de Ayala, Miro, Gomez de la Serna, Benavente. Prerequisite: Spanish 203 or 299.
(alternate years)

304. Contemporary Spanish Literature.

Generation of 1927 (Lorca, Diego, Alberti, Guillen, Aleixandre, Salinas, Cernuda, Damaso, Alonso, Hernandez); and brief appraisal of Post-Civil War Literature (Cela, Matute, Goytisolo, Gironella, Celaya, Otero). Prerequisite: Spanish 203 or 299.
(alternate years)

307. Spanish-American Novel of the 20th Century.

Analytical readings of selections from the works of Azuela, Guiraldes, Gallegos, Rivera, Barrios, Mallea, Borges, Prado, Rulfo, Rojas, Sabato. Prerequisite: Spanish 203 or 299.
(alternate years)

308. Contemporary Spanish-American Poetry.

From Dario to the present. Prerequisite: Spanish 203 or 299.
(alternate years)

309. Spanish American Theater and Essay of the 20th Century.

A study of the selected works by Rodo Vasconcelos, Reyes, Pecon Salas, Mallea, Borges, Arciniegas, Manach and other outstanding essayists; a study of selected plays by Florencio Sanchet, Usigil, Osorio, Gorostiza, and other contemporary Spanish-American playwrights. Prerequisite: Spanish 203 or 299.
(alternate years)

310. Advanced Composition and Conversation.

Concentrated training in the use of the Spanish language, both in its written and oral expression. Prerequisite: Spanish 299 or permission of the chairman.

320. Individual or Group Study.

Specialized study under guidance, of certain aspects of Spanish literature, i.e., Romancero, picaresque novel, Golden Age drama; or of Spanish-American literature, i.e., literature of the colonial period, modern essay, novels of the Mexican Revolution, Masterpieces of Spanish-American literature.

Note: Students who have taken 301 and 302 will not be eligible for 350, 351. A student who has had only 301 or 302 may take either or both of the new courses.

350. Spanish Prose.

The development of Spanish prose from the Middle Ages through the 19th century, as seen in selected

The development of Spanish prose from the Middle Ages through the 19th century, as seen in selected masterworks. Prerequisite: Spanish 203 or 299.

351. Spanish Theater and Poetry.

The development of Spanish drama and poetry from the Middle Ages through the 19th century, as seen in selected masterworks. Prerequisite: Spanish 203 or 299.

400. Senior Seminar.

Topics in Hispanic literature, changing with instructor and class. May emphasize a period, a genre, an author, or a recurrent theme. Will attempt to focus the student's experiences in the field. Prerequisite: two Spanish literature courses, and junior or senior status. Required of all majors.

401. Independent Study.

Individual research problems under guidance of the instructor.

MODERN FOREIGN LANGUAGE.

340. Introduction to Linguistics and Phonetics.

A course designed for students interested in the structure and phonetics of modern languages.

Note: Courses in Russian are available to Monmouth students at Knox College.



MUSIC

RICHARD L. GRIFFITHS, *Assistant Professor*

Acting Chairman

HEIMO A. LOYA, *Professor*

THOMAS J. RYAN, *Instructor*

MICHAEL E. SPROSTON, *Instructor*

LOU STINE, *Lecturer (part-time)*

WILLIAM DeJONG, *Lecturer (part-time)*

PERFORMANCE OPPORTUNITIES

The involvement of student musicians, amateurs, and future professionals, to make music and to assist in making music's meaning more widely and deeply understood, is one of the primary goals in the Monmouth Program. All music majors participate in group performance study to gain valuable professional training. Many non-majors, from fields as disparate as pre-medicine, chemistry, sociology, economics, are members of one or more of the many student performing groups. These include the Choirs, Wind Ensemble, Orchestra, Stage Band, and the "Pops" Singers, Glee Club, Madrigal Singers, and Chamber Music Groups. The calendar of public appearances includes Concerts, Recitals, The Christmas Oratorio, Tours, Opera, TV Radio, and in 1969 an England Tour.

COLLEGE TRAINING FOR A CAREER IN MUSIC

The study of music offers a variety of opportunities for a career in music. When you study to be a performer or conductor you may choose to work with music for the concert hall, opera house, church, radio and television, films or the stage. You may prepare yourself to teach music at any level, from nursery school to conservatory. You may train for related fields, such as music merchandising and music library work, which require sound music training. In addition to a wide range of financial rewards, a life spent in music is rich in opportunity for community service.

THE MONMOUTH PROGRAM

All music majors, irrespective of eventual specialization, are required to devote ten courses (30 semester hours) to certain common disciplines.

These normally include (a) four courses in harmony, analysis, dictation and ear training, and elementary counterpoint, (b) three courses in the history and literature of music, (c) two courses in private performance study, and (d) one course in a senior seminar.

This prescribed curriculum is paralleled and followed by elective studies which enable the student to branch out into special courses of study designed to help him move toward his particular musical goal.

For example, the upper-class program for students

who plan to teach music in elementary or secondary schools includes conducting, orchestration, the teaching of music in elementary and secondary schools, instrumental and vocal techniques, secondary performance areas, independent study, and practice teaching.

DEPARTMENTAL MAJOR

Music 101, 102, 103, 201, 321, 322, 323, 401, 402, and two courses in one area of private performance study.

Note:

- (a) A general major should carry, in addition to the above, Music 203, 205, and 206.
- (b) A performance major should carry, in addition to the above, Music 203, 205, 206, and two additional courses in private performance study.
- (c) Students preparing for certification in music education with vocal emphasis should carry Music 205, 206, 312, 313, and an additional course in applied piano unless the student can demonstrate competence on the keyboard.
- (d) A student preparing for certification in music education with instrumental emphasis should carry Music 205, 206, 314, and the equivalent of one additional course in secondary instruments.

101. Introduction to Music.

This course is designed to develop an understanding of music through a study of musical materials, principles of organization, and historical styles. Open to all students.

102. Theory of Music I.

An approach to the elements of music-melody, harmony, rhythm, and form, as employed during the functional harmonic period through the development of skills in hearing, singing, keyboard, writing, and analysis.

103. Theory of Music II.

A continuation of Music 102.

201. Theory of Music III.

Advanced Harmony. A continuation of Music 103.

203. Counterpoint.

The principles of modern counterpoint. Analysis and composition of two- and three-part inventions. Introduction to canon and fugue.

205. Orchestration and Conducting I.

The study of orchestral instruments, their use in small and large ensembles, principles of conducting, interpretative study of both choral and instrumental scores

with practical experience in arranging music for, and conducting campus musical groups.

206. Orchestration and Conducting II.

Continuation of Music 205.

312. Teaching Music in the Elementary Schools.

Music fundamentals, teaching skills, and actual teaching methods at different age levels. A comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique.

313. Music Education I.

Teaching and administration of vocal music in secondary schools. The general music program, the changing voice, instructional problems, and materials for vocal ensembles and operetta production.

314. Music Education II.

Teaching and administration of instrumental music in public schools. Techniques of group instruction, materials, and equipment. Principles of organizing and teaching school orchestras and bands, including an intensive survey of the literature.

321. History and Literature of Music I.

Music from the earliest times to 1750, especially concentrating on the Renaissance and Baroque periods. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of contrapuntal forms, e.g., the canon and fugue. Introduction to bibliographic materials and procedures for research in musical areas.

322. History and Literature of Music II.

Music from 1750 to 1900, the Classic and Romantic periods. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of the homophonic forms of music. Continued study of bibliographic materials and procedures.

323. History and Literature of Music III.

Music from 1900 to the present. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of serialism and other Twentieth-Century techniques. Continued study of bibliographic materials and techniques.

SEMINARS AND INDIVIDUAL STUDY

401. Seminar.

Special Topics.

402. Independent Study.

May be repeated for credit.

PRIVATE PERFORMANCE STUDY

Instruction in solo performance is available through an audition on a uniform basis of one 30-minute individual lesson and one class meeting weekly, with a minimum of one hour's practice daily, for one-sixth course credit per term. Music majors may elect to combine two one-sixth units (on a basis of two half-hour lessons and a class period per week) with a minimum of two hours' practice daily for one-third course credit each term.

A prerequisite for a major in music is the passing of an examination in functional piano before the junior year. Piano study for students who have had little experience with a keyboard instrument is strongly urged for the freshman year, as a tool for other work in music.

Odd numbers indicate a one-sixth credit per term; even numbers, one-third credit.

141 or 142. Organ

145 or 146. Piano

151 or 152. Voice

155 or 156. Strings

161 or 162. Woodwinds

165 or 166. Brass and Percussion

COLLEGIUM MUSICUM

The Chamber Orchestra, Chamber Choir, small Instrumental and Vocal Ensembles, the Concert Choir, the Jazz and Wind Ensemble constitute the Collegium Musicum. These groups perform individually as the following listing indicates. However, several performers may be chosen from each group to share in a choral-instrumental or chamber music concert.

261. Chamber Music.

Instrumental and Vocal Chamber Music. (one-sixth course credit per term).

264. Concert Choir.

(One-sixth course credit per term).

267. Jazz and Wind Ensemble.

(One-sixth course credit per term)

Registration for each of the above by permission of the instructor.

PHILOSOPHY

J. PRESCOTT JOHNSON, *Professor, Chairman*
ROBERT B. REDMON, JR., *Assistant Professor*

DEPARTMENTAL POLICY

The Department of Philosophy offers a program of studies which is designed to meet the varied and developing interests and needs of today's students. This program includes courses which are particularly designed to acquaint the student with the nature of philosophical thought. They reflect the distinctive character of philosophy in providing opportunity for students in the sciences, history, literature, art, religion, and education to become aware of the presuppositions and implications of their disciplines. Such courses are:

- 101. Introduction to Philosophy.
- 102. Introduction to Logic.
- 210. Advanced Logic.
- 211. Philosophy of Education.
- 213. Philosophy of Religion.
- 315. Aesthetics.
- 316. Philosophy of Science.

The Department also offers courses in the major systematic and historical areas of Philosophy. These courses, with those listed above, enable the student to pursue advanced undergraduate work in Philosophy and to become qualified for graduate study in Philosophy. Such courses are:

- 301. Greek and Medieval Philosophy.
- 302. Modern Philosophy.
- 303. Ethics.
- 305. Contemporary Philosophy.

A significant part of the program leading to a major in Philosophy includes seminars and independent studies. They provide the student with the opportunity to study intensively in areas of his interest and ability.

DEPARTMENTAL MAJOR

A minimum of eight term courses in philosophy, including two terms of individual study. It is recommended that the student distribute his work so as to have at least two courses in the history of philosophy and two courses in systematic philosophy.

DEPARTMENTAL HONORS

Graduation with departmental honors ordinarily requires a college cumulative grade point average of at least 3.0 and a departmental cumulative grade point average of at least 3.5. The student should apply for departmental honors during the first term of his junior

year. In his senior year he must submit to the philosophy faculty a senior thesis. To be awarded departmental honors the thesis must carry the grade "pass with honors." Application forms, along with instructions governing submission of the thesis, are available from the department.

101. Introduction to Philosophy.

An introduction to the general field and methods of philosophy, and the basic problems in the philosophy of science and the philosophy of man and human culture.

102. Introduction to Logic.

A study of logical relations with special emphasis upon the development of skill in the logical control and evaluation of thinking.

210. Advanced Logic.

Techniques of symbolic logic and problems of logical theory.

211. Philosophy of Education.

Theories and basic concepts of education in relation to general philosophical issues. Open to sophomores, juniors, seniors. (This course may not be used to satisfy distribution requirements for graduation.)

213. Philosophy of Religion.

A study of philosophical problems raised by basic religious beliefs and concepts. Open without prerequisite to all students except freshmen. This course is also listed under Religious Studies.

301. Greek and Medieval Philosophy.

A study of the development of Greek and Medieval philosophy, with emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas. Special attention to historical roots of contemporary problems. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

302. Modern Philosophy.

A continuation of 301, but may be taken by students who have not had 301. A study of the major philosophers from the Renaissance to the present century. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

303. Ethics.

An analysis of basic moral concepts and a study of their application in personal choice and decision, and of the principal historical and contemporary ethical theories. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

304. Political Philosophy.

Theories concerning the nature of the state, the nature of law, the authority of the state, and political obligation. A comparison of competing political philosophies. Prerequisite: Philosophy 101, or junior or senior standing.

305. Contemporary Philosophy.

Twentieth-century philosophy, its roots in 19th-century thought, and present issues in Anglo-American and European philosophy. Prerequisite: Philosophy 301 and 302, or consent of the instructor. (alternate years)

306. Oriental Philosophy.

A study of the chief schools of thought of China and India, and their influence throughout the Orient. Prerequisite: 301 and 302 or consent of the instructor. (alternate years)

315. Aesthetics.

A study of values in literature, music, painting and other arts, with special attention to the relation of aesthetic experience and judgment to scientific and religious thought. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

316. Philosophy of Science.

The nature of scientific knowledge, the development of modern scientific concepts, and the relation of science to other methods of inquiry and areas of knowledge. Prerequisite: Philosophy 101, or junior or senior standing.

SEMINARS AND INDIVIDUAL STUDY

Each philosophy major is expected to take at least two individual study courses during each of the junior and senior years. Other juniors and seniors who have satisfied the prerequisites may be admitted to these courses by permission of the instructor.

401. Philosophy Seminar.

A study of philosophical methods as exemplified in the work of selected philosophers. Prerequisite: four courses in philosophy.

402. Philosophy Seminar.

A continuation of Philosophy 401.

405. Philosophy of History.

A study of theories concerning the nature of historical knowledge and an examination of their assumptions. Seminars or independent study. Prerequisite: Philosophy 301, 302.

411. Junior Independent Study.

Individual reading, reports and papers in areas of special interest to the student. Prerequisite: four courses in philosophy.

412. Junior Independent Study.

A continuation of Philosophy 411.

421. Senior Independent Study.

A continuation of Philosophy 411 and 412, culminating normally in the preparation of a senior thesis. Prerequisite: Philosophy 412.

422. Senior Independent Study.

A continuation of Philosophy 421. Prerequisite: Philosophy 421.

The following courses are available to Monmouth students at Knox College:

Social Philosophy (Philosophy 230).

19th Century Philosophy (Philosophy 380).

PHYSICAL EDUCATION

JACK M. STEGER, *Assistant Professor, Chairman and Director of Athletics*

ROBERT G. WOLL, *Associate Professor*

WILLIAM L. REICHOW, *Assistant Professor*

JAMES L. WASEM, *Assistant Professor*

MARY H. FLEMING, *Instructor (part-time)*

The majority of students majoring in physical education are preparing to become teachers and/or coaches in the public school at either the elementary or secondary level. Our emphasis, therefore, is to provide these majors with a comprehensive background in physical education so that they can perform effectively upon graduation. A unique offering in this department is a leadership training experience which gives valuable on-the-job training to majors while their teaching and leadership potentials are observed.

The department has an equally important function to present basic physical education activities to each member of the student body. These activities provide the students with desirable skills which will be of value to them in their leisure time, and the experiences will make them cognizant of the importance of maintaining a minimum level of physical fitness while here and after they leave college. Emphasis is on action, whether it be in the instructional, intramural, recreational, or intercollegiate program. The department offers a wide variety of activity courses which will satisfy the needs and interests of all students.

The staff has a rich, full and experienced background in the teaching and coaching activities. Experience and success are the staff's strength.

DEPARTMENTAL MAJOR

A minimum of eight courses approved by the Department, including: 210, 250, 421, 422. In addition women must take 209, and men must take two of the following: 317, 318, or 319. All majors are required to show satisfactory performance on a standardized comprehensive examination in the third term of their junior year. Students will be charged a fee for this test.

Teaching Major.

Students wishing to complete a program of study leading to certification to teach physical education and coach, should consult the education section of this catalog and the chairman of the Education Department. In addition to departmental major requirements, women complete the following requirements 211, 212, 213, Bio 217, 315, 320; and men majors the following courses: 211 or 320, 212, 213, 315.

Second Teaching Field

Students selecting physical education as a second teaching field (formerly called a teaching minor) must take the following courses: 210, 212, 213, 315, 421, and women will take 209 as the sixth course, while men will take one of the coaching courses, 317, 318, 319, as the sixth course.

Topical Majors

Students interested in recreation or physical therapy may select these options as preparation for careers or graduate study in these related physical education areas. Further information about these options can be obtained from the department chairman.

Basic Skills

One-sixth term course credit will be given for basic skills courses with a maximum of one course credit in basic skills to be counted toward the degree.

BSM 101. Speedball

BSM 103. Basketball

BSM 104. Volleyball

BSM 105. Wrestling

BSM 110. Physical Fitness

BSW 112. Synchronized Swimming

BSW 113. Softball

BSW 114. Basketball

BSW 115. Volleyball

BSC 121. Beginning Bowling

BSC 122. Beginning Golf

BSC 123. Beginning Tennis

BSC 131. Swimming

BSC 132. Handball

BSC 133. Paddleball

BSC 134. Archery

BSC 135. Fencing

BSC 136. Badminton

BSC 137. Life Saving

BSC 138. Water Safety Instruction

BSC 140. Gymnastics

BSC 151. Advanced Bowling

BSC 152. Advanced Golf

BSC 153. Advanced Tennis

PEM 100. Freshman and Junior Varsity Intercollegiate Sports

PEM 200. Varsity Intercollegiate Sports

209. Team Sports.

(Women only) An analysis of the skills necessary to perform selected team sports for women; also, the student must demonstrate proficiency in each of the team sports selected.
(alternate years)

210. Individual Sports.

(Coeducational) Analysis of the skills necessary to perform selected individual sports; also, the student must demonstrate proficiency in each of the individual sports listed.

211. Elementary School Physical Education.

(Coeducational) Methods of teaching physical education in the elementary grades with specific emphasis on program content.

212. Rhythmical Activities.

(Coeducational) Fundamentals of rhythms, social, folk and square dance. Emphasis will be placed on the analysis of skills and techniques of these rhythmical activities with special consideration given to the methods of teaching.

213. Health Education.

(Coeducational) A study of health and health education, including both public health, school health, and first aid. Emphasis is placed on program content and materials available in health, for grades one through twelve.

Biology 217. Human Anatomy and Physiology.

(See Biology Department)

250. Foundation of Physical Education.

(Coeducational) A survey of the general area of physical education with emphasis on its history, principles and programs.

315. Kinesiology.

(Coeducational) A mechanical and anatomical analysis of human motion. Prerequisite: Biology 217.

317. Coaching of Football.

(Men only) A study of the methods and techniques of coaching football.

318. Coaching of Basketball.

(Men only) A study of the methods and techniques of coaching basketball.

319. Coaching of Track and Baseball.

(Men only) A study of the methods and techniques of coaching track and baseball.

320. Curriculum and Methods of Physical Education.

(Coeducational) Methods of teaching physical education in the high school; also, the development of a high school physical education program.
(alternate years)

420. Independent Study.

(Coeducational) The independent study in physical education is developed under the guidance of the chairman of the department. Arrangements must be made with the department chairman prior to enrolling in this course.

421. Organization and Administration.

(Coeducational) The philosophy and organization of a physical education program.

422. Leadership Training.

(Coeducational) Designed to provide an internship-type of practical teaching experience.

Intercollegiate Athletics, Intramurals, Recreation

These programs are outlined on page 12. For further information consult the physical education and athletic staff.

PHYSICS

A. FRANKLIN JOHNSON, *Professor*
(on leave, 1972-73)

CHARLES E. SKOV, *Associate Professor*,
Acting Chairman

PETER K. KLOEPPEL, *Assistant Professor*

WILLIAM J. NELLIS, *Assistant Professor*

It is the aim of the physics department to provide a strong physics experience within the context of the liberal arts tradition, to provide the training in physics

that is important to other science students and to provide for humanities and social science students an understanding of the significance of physics for society.

The department provides the flexibility for students to prepare for positions in industry or secondary school teaching or to proceed to graduate study. Students may combine their major in physics with work in other departments. This may be done to provide another area of competence for the secondary school teacher, to give the student a double major or to prepare for a graduate program in areas other than physics or physics-related fields (e.g. business administration or medicine).

Students interested in engineering have the opportunity of entering a three-two cooperative program. Students in such a program can major in physics and, with careful planning, can meet all the graduation requirements of Monmouth College in nine terms. They then go on to one of several institutions for two years of engineering study and an engineering degree.

Basic competence in physics within the framework of a liberal education, an understanding of the theoretical and experimental aspects of physics and their interaction in its historical development, and the development of the ability to learn independently are the goals of the physics major program.

A departmental major consists of a minimum of eight term courses including at least two term courses at the 300 level or above. In addition, the student must take the prerequisite mathematics courses. Students planning to pursue graduate studies should take the minimum of eight courses beyond the introductory sequence (110, 111, 112) and including 208, 210, 212, 302, 303 and either 308, 325 or 326. Programs may be planned with considerable flexibility to meet the individual student's needs with the approval of the adviser and the department.

101. Introduction to Physics.

(For non-science majors) A descriptive course requiring a minimum of mathematics covering classical and modern physics.

102. Introduction to Physics.

(For non-science majors) Continuation of Physics 101. Prerequisite: Physics 101.

103. Astronomy I.

Astronomical observation and instrumentation—telescopes, spectroscopy, radio astronomy. The solar system; the sun and other stars. Lecture and laboratory.

104. Astronomy II.

Associations of stars: clusters, galaxies. Theories of the universe, its origin, and its ultimate future. Present problems in astronomy. Lecture and laboratory. Prerequisite: Physics 103.



110. Introductory Physics.

(For science majors) Fundamentals of mechanics, heat and sound. Co-requisite: Mathematics 151.

111. Introductory Physics.

(For science majors) Fundamentals of electricity and magnetism. Continuation of Physics 110. Prerequisite: Physics 110. Co-requisite: Mathematics 152.

112. Introductory Physics.

(For science majors) Fundamentals of optics, atomic and nuclear physics. Continuation of Physics 111. Prerequisite: Mathematics 152 and Physics 111.

208. Intermediate Mechanics.

Dynamics, motion of a particle in 3 dimensions, systems of particles, rotational dynamics, gravitation, continuous media. Prerequisite: Physics 110, 111, and 112, Mathematics 251.

210. Electrical Measurements.

Theory and use of instruments for the precise measurement of electrical quantities. Error analysis, direct current and alternating current circuit analysis. Prerequisite: Physics 112.

211. Electronics.

A laboratory-oriented course in electronics for science majors. Prerequisite: Physics 102 or 111 or permission of instructor.

212. Optics.

Geometrical and physical optics. Reflection, refraction, optical instruments, interference, diffraction, dispersion, polarization, laws of radiation. Prerequisites: Physics 112, and Mathematics 254 or permission of instructor.

302. Quantum Mechanics.

Introduction to quantum mechanics. Prerequisites: Physics 208, Mathematics 254.

303. Electricity and Magnetism.

An intermediate course in principles of electricity and magnetism. Prerequisites: Physics 112, Mathematics 254.

308. Atomic and Molecular Physics.

Fundamental particles, atomic and molecular structure and spectra, X-ray spectra, electronic structure of atoms. Prerequisite: Physics 302.

325. Solid State Physics.

An introduction to solid state physics, crystal structure, thermal, dielectric, magnetic properties of solids, band theory and semiconductors. Prerequisite: Physics 302.

326. Nuclear Physics.

An introduction to nuclear physics, nuclear atom, experimental techniques, static and dynamic properties of nuclei, nuclear stability and nuclear spectra. Prerequisite: Physics 302.

354. Classical Mechanics.

Theoretical classical mechanics, variational principles, Lagrange's and Hamilton's equations. Prerequisites: Physics 208, Mathematics 254.

355. Classical Electromagnetic Theory.

Advanced electromagnetic theory, Maxwell's equations and their applications. Prerequisites: Physics 303, Mathematics 254.

356. Statistical Physics.

Thermodynamics, kinetic theory of gases and introductory statistical mechanics. Prerequisites: Physics 112, Mathematics 254.

370. Physics for Secondary School Teachers.

Selected topics in physics under the guidance of an instructor. Offered only in summer or in-service institutes for teachers.

401. Seminar.

Special topics in physics. Prerequisites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

410. Independent Study.

Individual project in advanced theoretical or experimental physics chosen by the student in consultation with the staff. Prerequisites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

The following courses are available to Monmouth students at Knox College:

Advanced Mechanics (Physics 341).

Electromagnetism (Physics 342).

Quantum Mechanics (Physics 343).

PSYCHOLOGY

DAVID J. SENN, *Assistant Professor, Chairman*

WILLIAM M. HASTINGS, *Assistant Professor*

CHARLES J. MELISKA, *Assistant Professor*

A. DEAN WRIGHT, *Assistant Professor*

The Psychology Department curriculum is designed to offer students a broad exposure to the major areas of contemporary psychological thought. Therefore, course offerings reflect a breadth and a depth of scientific inquiry. While a major emphasis of the

program is toward preparing students for more advanced study, attention is also directed to the sizable proportion of psychology graduates who enter related fields: primary, secondary, and special education; various community social agencies; business and industrial opportunities, among others.

A recently revised curriculum allows psychology majors a choice of 19 different courses and seminars. Ten of these courses are also open to non-majors, and three (Psych. 111, 121, and 131) may be taken without any prerequisite course. The program for majors emphasizes the application of various research and experimental methods to the study of behavior. Newly remodeled, well-equipped laboratories are available for research with both human and animal subjects. Seven courses (Psych. 201, 202, 315, 317, 324, 326, and 333) involve intensive laboratory work.

Majors and non-majors may elect an independent study project (Psych. 351) which may or may not involve experimentation. The opportunity to conduct a major independent research project is provided during the senior year (Psych. 410, 411, and 412), when each psychology major devises a research project of his own choosing. Students frequently choose to do their independent work at Achievement Industries, Applegate Nursing Inn, Galesburg State Research Hospital, Jamieson Community Center, Warren Achievement School, and other local schools and community agencies.

Faculty research interests are varied, and include the study of drugs and behavior, animal learning, verbal learning, computer models of perception and short-term memory, the development of interpersonal relationships, and human conflict and its resolution. Special topics (Psych. 250 and 350) of current interest are explored in small seminar groups. Seminars in Drugs and Behavior, White Racism, Computer Applications in the Behavioral Sciences, and the Psychology of Conflict have elicited considerable student interest.

A departmental major consists of the following:

- (a) A minimum of eight term courses in Psychology at the 200-level or higher. This must include 201, 202, at least three 300-level courses (including two from among 315, 317, 324, 326, 333), and Psychology 410.
- (b) Grades of C or better in 201 and 202 are required before majors are allowed to enroll in 315, 324, 326, 333, and 410. A grade of C in Mathematics 106 or a passing score on a proficiency examination administered by the department is a prerequisite for 201. Mathematics 103 is also recommended.
- (c) Undergraduate Record Examinations are required of all majors in the third term of their junior year.

INTRODUCTORY COURSES

111. Psychobiology and Conditioning.

Basic mechanisms of an organism's adaptation to his changing environment. A study of the principles of Pavlovian and instrumental conditioning and the physiological bases of sensation, motivation, and instinctive behavior.

121. Human Intelligence, Thought and Memory.

The study of human behavior emphasizing theories and research on higher mental processes. The principles of human learning, perception, and memory and their relation to intelligence, problem solving, concept formation, attention, and thinking.

131. Personality and Social Behavior.

Consideration of the basic similarities and differences among persons in their reactions to the physical and social environment. The influence of others upon one's behavior as a participant in social groups. Topics include aggression and violence, identity formation, attitude change, social norms and values.

ADVANCED COURSES

One introductory course from among 111, 121, and 131 is the prerequisite for all advanced courses in the department. Additional prerequisites are indicated, in certain cases, under the course description.

201. Research Methods in the Behavioral Sciences I.

Introduction to basic skills in scientific methodology, the logic of statistical inference, and the presentation and communication of data via the scientific report. Fundamentals of probability theory and application of descriptive and inferential statistics to behavioral research. Laboratory. Prerequisite: Mathematics 106 or a passing score on the department's proficiency examination. (offered in alternate terms)

202. Research Methods in the Behavioral Sciences II.

An extension of Psychology 201 with an emphasis on the design and analysis of multi-factor experiments. Laboratory experience in the design, conduct, analysis, and reporting of psychological research. Laboratory. Prerequisite: Psychology 201. (offered in alternate terms)

203. Persuasive Communication and Propaganda.

See Speech 203.

231. Developmental Psychology.

Examination of development from conception through adolescence. An analysis of pertinent theories and research related to such processes as learning and perception.

250. Special Topics.

315. Animal Learning and Motivation.

A study of the acquisition, maintenance, modification, and extinction of learned behavior. The role of needs, incentives, and drive satisfaction in conditioning. Laboratory. Prerequisite: Psychology 202.

317. Physiological Psychology.

The role of physiological processes in the explanation of behavioral events. Electrochemical bases of neural conduction; physiology of sensation, sleep and dreaming; neural mechanisms in homeostasis, motivation and emotion. Theories of the biochemical basis of learning and drug action. Laboratory. Prerequisite: Psychology 111 and consent of the instructor.

324. Human Learning and Memory.

Emphasis on contemporary theories and research on verbal learning, short- and long-term memory, concept formation, problem solving, and learning of motor skills. Laboratory. Prerequisite: Psychology 202.

326. Perception.

A study of the data, theory, and techniques of perceptual research including sensory capabilities, psychophysical methods, illusions, constancies, and perceptual learning. Laboratory. Prerequisite: Psychology 202.

333. Experimental Social Psychology.

An analysis of interpersonal behavior and social interaction in small groups. Emphasis is placed on current theories and research in attitude formation and change, and in various aspects of group behavior including interpersonal attraction, conflict resolution, conformity, and group problem-solving. Laboratory. Prerequisite: Psychology 202.

335. Psychopathology.

A study of the origin, symptoms and classifications of behavior disorders, including psychoneuroses, psychoses, psychosomatic disorders, mental deficiency, and character deviations. Comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two courses in psychology or consent of the instructor.

340. Personality.

An examination of the contributions of psychological theories and current research to the study of individual differences. Prerequisite: Two courses in psychology or consent of the instructor.

350. Special Topics in Psychology.

A seminar course on selected topic areas in psychology. The seminar permits an in-depth analysis of an

important psychological problem or phenomenon. May be repeated for credit. Admission by consent of instructor.

351, 352. Independent Study.

Directed individual study in an advanced area of psychology. Topic chosen by the student in consultation with a member of the staff. May be repeated for credit. Admission by consent of instructor.

405. Theoretical Problems in Psychology.

A consideration of the historical and philosophical roots of modern psychology. Contemporary theoretical approaches to psychological phenomena. Restricted to senior majors.

410, 411, 412. Senior Research.

The development and completion of a research project, generally in the form of an experiment. Project chosen by the student in consultation with the staff. A formal oral presentation is expected at the conclusion of the project. Prerequisite: Psychology 202 and consent of the staff.

The following courses are available to Monmouth College students at Knox College:

Theories of Cognition (Psychology 301).

Advanced Developmental (Psychology 303).

History of Psychology (Psychology 311).

Principles of Psychological Testing (Psychology 314).

RELIGIOUS STUDIES

CHARLES J. SPEEL II, *Professor, Chairman*

J. STAFFORD WEEKS, *Professor*

PAUL H. McCLANAHAN, *Chaplain,*

Assistant Professor

Courses in the department have four main objectives:

1. To develop in students a knowledge of the contents of the Bible, the use made of it in the past and present, the areas of study closely allied to it, and the relationship of such knowledge to other fields of study.
2. To help students discover the role of religion in contemporary life, both personal and social, and to assist them in their quest for moral and religious understanding.
3. To develop in students a knowledge and understanding of the historical and doctrinal roles of Christianity and other religions.
4. To prepare students for the varied tasks of lay leadership and to build a foundation for graduate

study in the case of those preparing for professional leadership in society and for teaching in the field of Religious Studies.

DEPARTMENTAL MAJOR

101. Introduction to the Bible.

An introductory study of the Old and New Testaments and the Apocrypha.

102. Introduction to Christian Thought.

The major teachings of the Christian faith with special emphasis on contemporary Christian thought.

201. Old Testament Studies.

A study of the Old Testament, including literature and religious thought.

202. New Testament Studies.

A study of the New Testament, including literature and religious thought.

203. Christian Social Ethics.

A study of contemporary social and ethical problems, with particular attention to Christian responses to these problems. Guest speakers, knowledgeable of social and ethical concerns, assist in making the course relevant.

205. Catholic Doctrine.

A study of the teachings and practices of the Roman Catholic Church, currently and historically. The course is taught by a Catholic clergyman and the chairman of the department of Religious Studies.

213. Philosophy of Religion.

See Philosophy 213.

250. Special Topics.

301. Archaeology of the Biblical World.

The bearing of archaeological and historical investigations on the life and literature of the Old and New Testaments, along with a study of the relationship of neighboring cultures.

311. Church History, Ancient and Medieval.

The Christian Church up to 1450 A.D., including a study of teachings, organization, ecclesiastical movements and church leaders.

312. Church History, Reformation and Modern.

The Christian church from 1450 A.D. to the present, including a study of teachings, organization, ecclesiastical movements, and church leaders.

321. The Religions of India and the Middle East.

A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Hinduism, Jainism, Zoroastrianism, Sikhism, and Islam.

322. The Religions of S.E. Asia, China, and Japan.

A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Buddhism, Taoism, Confucianism, and Shinto.

SEMINARS AND INDIVIDUAL STUDY

333. Christian Education.

A study of the major writings in the field, coupled with a supervised field work program in the Christian education department of one of the local churches. Departmental consent required.

401. Seminar.

Open to sophomores, juniors, and seniors, subject to the consent of the department. Topics vary as the course is offered.

412. Reading Course.

On problems of interest to the student. Open only to students who include Religious Studies in their field of concentration.

423. Thesis Course.

On a subject of the student's own choosing. Open only to students who include Religious Studies in their field of concentration.

The following courses are available to Monmouth College students at Knox College:

Judaism, Catholicism and Protestantism (Religion 301).

Contemporary Theological Thinking (Religion 303).

SOCIOLOGY

DEAN G. EPLEY, *Professor, Chairman*

SAIYAD FAREED AHMAD, *Instructor*

CAROLYN KIRK, *Instructor*

Sociology plays an almost indispensable role in the general education commonly associated with the liberal arts. It helps to liberate the mind from the provincialisms of time, place, and circumstance. It lends perspective not only to the social order in which and by which human beings must survive but to human life itself. In this sense and spirit, no subject matter of higher education is more relevant to the



issues and problems of contemporary life that confront all individuals. The fundamental task of sociology is to acquaint its students with an understanding of the recurrences and regularities of human social affairs and to suggest alternative paths for the direction of these affairs.

Using the local community as a living laboratory for research and service, sociology students and faculty join with the community in seeking information, ways and means to improve the quality of small town life in America. Recent studies have included the assessment of needs, information, and attitudes about health; suicides and mental health; the ecology of social deviance; and changes in local demography. Community agencies and organizations are integral parts of the curriculum in sociology by providing opportunities for field trips, classroom speakers, and social service experiences that extend the horizons of all participants. Audio-visual resources are used extensively as well as a variety of individual and group techniques for acquiring knowledge, deepening insights, and broadening the base of human understanding.

During their first year at Monmouth College, potential and declared majors in sociology should concentrate on meeting college distribution requirements. If one is unsure about declaring sociology as a major, he might wish to explore the field through Sociology 101, 102, or 103. Even though these courses will not count toward a major, they may help the individual student reach a decision.

In the sophomore year, declared majors will supplement the three-term sequence in Principles of Sociology with additional distributional requirements. The Department strongly recommends using biology and statistics to meet the distributional requirement in the Natural Sciences and Mathematics. Majors should plan to meet the distributional requirement in the Social Sciences with courses in two departments outside sociology.

Requirement (f) in the Departmental Major is intended to recognize the differential goals and interests of students who may be planning careers in business education, social work, sociology, and those who wish to study sociology for purely non-vocational reasons. For students planning careers in business, these additional courses might be drawn from economics and government; for teachers, these courses might be in history, education, psychology, economics, or government; for social workers, courses in psychology; for graduate study in sociology, statistics and social psychology; and for the general student, depending upon some unifying theme or interest.

DEPARTMENTAL MAJOR

- (a) Three-term sequence in Principles of Sociology I: Concepts (221); II: Theories (222); III: Methodology (223).
- (b) One course in Social Organization from 321, 322, and 323.

- (c) One course in Social Processes from 324, 325, and 326.
- (d) Two senior Seminars from 411, 412, 413, 414, 415, and 416.
- (e) One project in Independent Study: 420.
- (f) A maximum of four courses in other departments of the College as shall be considered appropriate for the individual student's respective educational and vocational goals.

DIVISIONAL MAJOR

For students wishing to complete a social sciences divisional major combining sociology with another discipline, the following courses fulfill the sociology component:

- (a) Three-term sequence in Principles of Sociology I: Concepts (221); II: Theories (222); and III: Methodology (223).
- (b) One 300 level course from 321 through 326.
- (c) One 400 level course from 411 through 416.
- (d) One other sociology course at 300 or 400 level.

101. Introduction to Society.

Introductory description and analysis of the structure and dynamics of human society. Open to all students.

102. Social Problems.

Introductory survey of the sociological aspects of selected major contemporary social problems. Open to all students.

103. Societies Around the World.

Social anthropological study of selected types of societies, pre-industrialized to industrialized, in the major habitats of the world. Open to all students.

221. Principles of Sociology I: Concepts.

Intensive study of the major sociological concepts used as tools for analysis of the structure and dynamics of human society. First course in the sequence in Principles of Sociology required of all departmental majors. Must be taken in sequence. Open only to declared majors in sociology or by consent of department chairman.

222. Principles of Sociology II: Theories.

Survey of major sociological frames of references for viewing social structure, social processes, and social change. Second course in the sequence in Principles of Sociology required of all departmental majors. Must be taken in sequence. Open only to declared majors in sociology. Pre-requisite: Sociology 221 or proficiency demonstrated by examination.

223. Principles of Sociology III: Methodology.

Systematic, non-statistical study of the principles guiding sociological investigation; identification and formulation of research problems and issues, the explication of assumptions, the development of hypotheses, and assessment of the aptness of various research tools and techniques. Third course in the sequence in Principles of Sociology required of all departmental majors. Must be taken in sequence. Open only to declared majors in sociology. Pre-requisite: Sociology 221 and 222 or proficiency demonstrated in one or both by examination.

224. Cultural Anthropology.

Anthropological perspective on man's origin and culture with emphasis on the uniformity and variation found in the social systems of institutions, technology, beliefs, attitudes, and values across time and space. Open to all students.

250. Special Studies in Sociology.

An opportunity for non-majors in particular to examine selected problems and issues from a sociological perspective.

321. Dimensions of Social Organization I: Typological.

Intensive study of selected types of social organization developed as theoretical models of society. Emphasis on classical as well as modern formulations. Open to non-majors by consent of the instructor.

322. Dimensions of Social Organization II: Demographic and Ecological.

Intensive study of selected aspects of the interrelationship between the number and distribution of populations and their physical environments. Content variable with each offering but selected from Social Stratification, Demography, Population Problems, and Urban Sociology. Open to non-majors by consent of the instructor.

323. Dimensions of Social Organization III: Institutional.

Intensive study of the normative patterns of behavior, value systems, and processes of interaction occurring within particular social institutions. Content variable with each offering but selected from the Family, Social Welfare, Political Sociology, Organizational Behavior, Sociology of Education, Sociology of Religion, and Sociology of Work. Open to non-majors by consent of the instructor.

324. Social Processes I: Microprocesses.

Social psychological study of social processes in the primary group setting. Emphasis on socialization of

the self, small group dynamics, definitions of the situation, and the development of ethnocentrism. Open to non-majors by consent of the instructor.

325. Social Processes II: Macroprocesses.

Intensive study of sociological contributions to understanding universal large-scale processes of social change and social mobility. Emphasis on the secularization, industrialization, urbanization, and bureaucratization of society and implications for the individuals, societies, and cultures involved. Open to non-majors by consent of the instructor.

326. Social Processes III: Control and Deviance.

Intensive study of conjunctive and disjunctive social processes and their consequences. Content variable with each offering but selected from Collective Behavior, Crime and Delinquency, Social Conflict, Social Control, the Sociology of Aging, and the Sociology of Mental Health. Open to non-majors by consent of the instructor.

411. Seminar in Theory.

Advanced study of the development of sociological theory. Content variable with each offering but selected from History of Social Thought, contemporary Sociological Theory, and Constructing Models of Social Theory. Open only to senior majors in sociology or by consent of the instructor.

412. Seminar in Methodology.

Advanced study of selected problems of technology and methodology in sociological research. Open only to senior majors in sociology or by consent of the instructor.

413. Seminar in Problems and Issues.

Advanced study in depth of a single social problem or issue such as drug addiction, genocide, liberation movements, race relations, sex discrimination, social revolution, or suicide. Open only to senior majors in sociology or by consent of the instructor.

414. Seminar in Anthropology.

Advanced study of a selected topic in anthropology. Content variable with each offering but selected from Culture and Personality, Field Study in Anthropology, Techniques of Anthropological Research, and Theory in Anthropology. Open only to senior majors in sociology or by consent of the instructor. Pre-requisite: Sociology 224.

415. Seminar in Comparative Social Systems.

Advanced study in depth of selected social systems emphasizing the comparative, cross-cultural, multidisciplinary approach. Open only to senior majors in sociology or by consent of the instructor.

416. Seminar in Urban Sociology.

An intensive off-campus, living-in experience within the urban community of Chicago. Offered as a part of the Urban Studies Program of the Associated Colleges of the Midwest. Open to majors and non-majors.

420. Independent Study.

Demonstration of the ability to use a sociological frame of reference consisting of appropriate theory, concepts, and techniques to investigate a sociological problem, issue or theme of interest to the student. Open only to senior majors in sociology or by consent of the department chairman. Pre-requisite: Sociology 411 and 412. Not offered during third term.

SPECIAL COLLEGE SEMINARS AND INTERDISCIPLINARY STUDIES

This section of the catalog contains a number of special courses and programs in which the offerings cut across existing departmental lines or combine departmental offerings in new ways.

FRESHMAN COLLOQUIUM PROGRAM

Freshman Colloquium 101, 102, 103

A problem-oriented, interdisciplinary or special disciplinary topic chosen by a freshman-faculty committee is studied ordinarily through common readings, intensive analysis, written reports, and group discussion. Emphasis is placed on student-student and student-faculty interaction.

It is highly recommended that each freshman enroll in one Freshman Colloquium during the first term of 1972-73, and any freshman may elect to enroll in a second colloquium during either the second or third term. Any freshman who does not participate in this program during the first term may elect his first colloquium during the second or third term.

FRESHMAN HONORS PROGRAM

Open to 40 freshmen selected by the honors faculty on the basis of honors-at-entrance qualifications or petition.

201. Man and His Environment.

An examination of the environment concept, with special emphasis on the theory of environmentalism and on specific kinds of interaction between man and his physical and social environment. There will be guest lecturers and small discussion groups. Meets distribution requirement for one non-lab natural science course.

202. Man and His Mind.

A course in the analysis of the concept of the human mind and its various aspects from formation and

development to its functions in a modern society, designed to avoid a strict psychological approach to the subject and to emphasize student involvement through discussion and written exercise. Meets distribution requirement equivalent for one course in social science.

The Freshman Honors Program will not be offered in 1972-73.

INTERDISCIPLINARY COURSES

190. Man and His Language.

An interdisciplinary course which will present the broadly cultural aspects of language and place special emphasis on the history of language, the structure of language, linguistics, semantics.

191. Man and His Communication.

An interdisciplinary study of the principles, forms, and uses of human communication, with a strong emphasis on involvement in communication. The course will introduce the student to verbal and non-verbal communication, to usage, to figurative language, and to affective and cognitive uses of language in general.

250. Special Topics.

Individual courses in this area must be approved by the Curriculum Committee. The Curriculum Committee will also determine for each course whether or not it meets a distribution requirement.

302. American Studies.

An interdisciplinary examination of American Culture between 1920 and 1960. Both literature and the arts will be studied with emphasis on the broad cultural movements which stimulated and united these forms of artistic expression. In addition to reading representative prose, poetry and essays, the class will view the works of American artists contained in the collections of the National Gallery, the Smithsonian Institute, and other pertinent galleries. This course is taught in the Washington House Program.

SPEECH—COMMUNICATION ARTS

JOHN R. FOXEN, *Professor, Chairman*

JEAN E. LIEDMAN, *Professor*

JAMES L. DeYOUNG, *Assistant Professor*
(on leave 1972-73)

WILLIAM F. PFUDERER, *Instructor*

In a world that is experiencing increasingly rapid changes in communication concepts and practices and in a college which supports the liberal arts principle, we encourage our majors to develop a broad back-

ground of knowledge, interests, and abilities relevant to human communication.

The Department offers three broad areas of study: Interpersonal and Mass Communication, Theatre and Cinema Arts, and Language Learning and Rehabilitation. In consultation with the Department, specific programs can be worked out with students according to their needs, interests, and abilities.

The Interpersonal and Mass Communication program is recommended to those students who want a broad liberal arts preparation for possible careers in Administration, Public Relations, Business Management, Law, Politics, and other professions, or for graduate study in Speech or Communications. It is further designed to prepare students for careers in commercial and educational media. Academic preparation is coordinated with the college radio station, video taped recording, and film and photography facilities, offering an environment for study and practice.

The program in Theatre and Cinema Arts is focused on a general level toward encouraging greater understanding and appreciation of theatre and cinema on the campus as a whole. It also offers basic preparation for careers in theatre, television, radio or film. Students have opportunities to act, direct, and learn the details of set design-construction, costuming, lighting, makeup, box-office operation, publicity, and house-management. The resources of the Audio-Visual area, including cameras, recorders, and editing equipment, are available for student use.

The Language Learning and Rehabilitation program prepares the student to go to graduate school for additional professional training and certification. A student with an advanced degree and certification can choose from a wide range of career opportunities in teaching therapy, and research in clinics and hospitals, government and educational institutions. Clinical practice for students is conducted at the discretion of the Department at Warren Achievement School, Head Start, and the Public School System in Monmouth and surrounding areas.

The Department sponsors a cocurricular Center for the Study of Communication Arts which functions to organize, support, and develop communication experiences in three broad areas: intercollegiate, on-campus, and the Monmouth community. Students are encouraged to participate in the activities of the Center.

DEPARTMENTAL MAJOR

(a) A minimum of eight courses and a maximum of twelve. At least one course from each of the three departmental areas (Interpersonal and Mass Communication; Theatre and Cinema Arts; and Language Learning and Rehabilitation) must be included in the total. Participation in the Center for the Study of Communication Arts is expected of majors.

(b) No more than the equivalent of three full term courses of Communication Arts Workshop (fractional courses may be applied toward a departmental major).

100. Theater Workshop.

Open to all students. Credit is given for satisfactory participation in the production of plays including both acting and the technical areas of scene construction, lighting, costuming, and makeup. May be elected for a maximum of 12 terms. One-sixth credit per term.

101. Interpersonal Communication.

The study of human speech, its functions and forms, and the elements comprising the process of communication. Opportunities to engage in speaking situations are provided in order to facilitate the learning of communication concepts and to improve speaking competence.

110. Introduction to Theatre and Cinema.

Open to all students. Through readings of plays, filmscripts and selected writings on production and criticism, this course is designed to give a student a critical platform upon which to base his own evaluations of dramatic and cinematic art. Planned viewing of both plays and films is an integral part of the course.

120. Cross Cultural Communication.

An analysis of the process and problems of verbal and nonverbal communication between persons and groups from different cultures. Language is studied as an instrument in shaping man's personality and his culture.

200. Debate Seminar.

Theory and practice in the methods and techniques of intercollegiate debating. Enrollment by consent of the instructor. One-third term credit.

203. Persuasive Communication and Propaganda.

Designed to help students understand that persuasion is a process in which people interact verbally and nonverbally in order to effect changes in each other's beliefs, attitudes, and behavior. Propaganda is studied as a specialized form of persuasion. Opportunity to prepare and present persuasive efforts will be given in order to facilitate better learning of concepts basic to persuasion.

205. Mass Media and Modern Society.

An inquiry into mass media—the forces which created them and the effects they are having on man and society. Special attention will be given to the several theories of mass communication and to the nature of individual media, particularly cinema, radio and television. Whenever possible, first-hand experience with the media will be encouraged.

210. Oral Interpretation of Literature.

The art and techniques of reading aloud are studied as acts of creative communication. Solo and group performance of all types of literature stresses analysis, mental and emotional assimilation of ideas, and the techniques for projection of same to an audience.

212. Principles of Acting.

This course introduces the student to the art and history of acting. Practical application of theory and training in technique is obtained through exercise and performance in selected scenes. Prerequisite: Consent of the instructor.

215. Stagecraft and Scene Design.

A study of the technical and theoretical elements of dramatic production, combined with practical exercises in drafting, design, lighting, costuming, and make-up. Prerequisite: Speech 103 or consent of the instructor.

220. Voice and Phonetics.

Data from the science of acoustics and anatomy will be used to expand the student's knowledge of how an effective voice is produced. Phonetic symbols are studied as to types and placement for improving clarity in ordinary communication, for learning dialects to be used in acting, for teaching sounds to speech handicapped children and for sensitizing students to different social dialects.

222. Language Learning and Pathologies.

The process of normal speech development and the causes and types of disorders are studied.

250. Special Topics.

303. Discussion and Group Dynamics.

A study of the dynamics of small group deliberations with emphasis on communication behavior, participation, and leadership. Topics are examined using formal and informal methods of discussion and parliamentary procedure.

311. History of the Theater.

A survey of the theater of the Western world from pre-Greek to the 19th century. Emphasis on the evolution of play writing, acting, and directing, production elements, audiences, and theater architecture.

Although material insures integration with courses in dramatic literature offered by other departments, the approach is primarily theatrical.

312. Oriental Theater.

A study of the methods of presentation, actors and acting, reading of texts in translation, production of plays, with emphasis on the cultural influence of the theater in Asian societies.

315. Oration Seminar.

Theory and practice in the methods of extemporaneous speaking and oratory designed for intercollegiate competition. Enrollment by consent of the instructor. One-third term credit.

316. Principles of Stage Directing.

A course designed to introduce the beginning student to the practical and theoretical aspects of directing. Readings in directing theory are combined with exercises in play selection, analysis, pictorial composition, stage movement and general production planning. Each student casts and directs a short scene or a one-act play. Prerequisite: Speech 215 or consent of the instructor. (alternate years)

322. Language Rehabilitation.

Clinical techniques, management, and treatment of speech disorders. Laboratory work required.

401. Independent Study.

An individual program of reading and research under the guidance of the instructor.

403. Seminar in Speech.

A course for speech majors designed to co-ordinate studies in public address, theater arts, and speech science.

410. Independent Study.

A continuation of 401.

445. Advanced Play Production.

Complete production of a play for laboratory or public performance along with suitable written analysis. May be elected a maximum of three terms. Prerequisite: Speech 316. One-third term credit.

TUDENT CENTE



ACADEMIC REGULATIONS

Attendance

Responsibility for class attendance is placed upon the individual student, except as limited by these regulations:

1. Courses of study are planned and organized upon the assumption that the student will be in regular attendance. The student is responsible for all work covered in the course, including lectures, class discussions, assignments of any kind and all examinations. However, students need not make application to have absences excused and need not make any explanation of class absences.
2. A student whose record in a course is suffering because of frequent absences may be required by his instructor or the Dean of the College to give up the privileges of these regulations and, during the remainder of the term, explain all absences. This action may be taken at any time during a term.

Registration

During the ninth week of each term, currently enrolled students will register for the following term. New students will register during the orientation period preceding the fall term. Courses are selected in consultation with the student's faculty adviser.

All changes in registration require written permission of the course instructor and the student's adviser. A fee of \$5 is charged for each course change made after the first week of classes. No student may add a course after the first week of classes. No student may drop a course after the fifth week of classes except for illness or other circumstances beyond the student's control.

Normally, students will register for three full courses each term. A full term course typically meets four times weekly for 50-minute periods, exclusive of laboratory sessions.

A student is permitted to register for a total of four term courses if he has achieved at least a 3.00 grade-point average in each of the two

preceding terms or if he has a cumulative average of at least a 3.00. The only exceptions to the above are that a senior in good academic standing will be permitted to register for four courses if:

- (a) he is within four courses of graduation; or
- (b) he is within six courses of graduation at the beginning of the third term and plans to complete his graduation requirements during Summer School.

The Grading System

All academic work at Monmouth College is graded as follows:

Grade	Points
A	4
B	3
C+	2.5
C	2
D	1
F, WF, I	0

F	—	Failure
WF	—	Withdrawn Failing
W	—	Withdrawn Passing
I	—	Incomplete
IP	—	In Progress
S	—	Satisfactory
U	—	Unsatisfactory

The grade-point average is determined by dividing the total grade-points earned during the term by the number of courses taken. The cumulative average is the total of all grade-points earned, divided by the total number of term courses taken. Courses transferred from other institutions are not included in calculating the grade-point average.

If a course is repeated, only the final grade earned will be included in calculating the cumulative grade-point average.

The *I (Incomplete)* grade signifies that work in the course is incomplete due to illness or circumstances beyond the control of the student or that the instructor feels further evaluation is needed to determine the grade. Unless

the *I* is removed by the seventh week of the next term, the grade automatically becomes an *F* (*Failure*).

In seminars and other independent study courses where the work of the course cannot be completed in one term, the grade *IP* (*In Progress*) is given. This grade is not used in calculating the grade-point average. The appropriate letter grade will be given on completion of the work, but it becomes an *F* if not completed by the end of the following term, unless the chairman of the department has authorized an extension.

The *W* grade is given when the student withdraws from a course: (1) during the first five weeks, or (2) after the fifth week if the student is passing at the time. In order to withdraw from a course after the first week, a student must have the approval of the instructor and his adviser. A student cannot withdraw from a course after the fifth week of classes except for illness or circumstances beyond his control.

The *WF* grade is given when a student withdraws from a course after the fifth week and is failing at the time of withdrawal.

If, after the fifth week of a term, a student is dismissed or suspended or if he withdraws from Monmouth College, he may be assigned grades of *W* or *WF* with the approval of the instructor, his adviser, and the Dean of the College. Otherwise the *F* grade will be given. In cases where the work has been completed prior to the suspension, dismissal, or withdrawal, the student shall receive the grade earned in the course.

Transcripts issued after a disciplinary suspension period has been completed will make no reference to the penalty. Such suspension will be for at least the remainder of the academic term in which the action was taken, and no refunds will be made.

S/U Grading System

Students are permitted to register for a limited number of courses to be graded on a *S/U* (*Satisfactory/Unsatisfactory*) basis. The *S* grade shall be given for performance of *C* or better;

otherwise the grade of *U* shall be given. Such grades shall not be included in the calculation of term or cumulative grade point averages. Only those courses in which the grade of *S* is earned will count as credit earned. The following restrictions apply:

1. The *S/U* option is available only to sophomores, juniors and seniors who are in good academic standing and have cumulative grade point averages of at least 2.0.
2. A student may, with his adviser's approval, register on a *S/U* basis for one course per term up to a total of six courses, no more than two of which are in the same department.
3. If a student plans to take a course on a *S/U* basis, he will indicate this during registration. However, he will be permitted to change his registration from a regular grade basis to a *S/U* basis during the first week of the term and from a *S/U* basis to a regular basis during the first five weeks of the term.
4. The instructor shall not be notified which students are taking a course on an *S/U* basis. Each faculty member shall report regular letter grades and registrar shall, where appropriate, convert the grades to *S* or *U*.

Academic Status

A student will be considered to be making unsatisfactory academic progress if: his cumulative grade-point average falls below 1.6 if he has completed not more than 6 courses; 1.8 if he has completed more than 6 but not more than 19 courses; 2.0 if he has completed more than 19 courses. The cumulative grade-point average is based on all credit courses taken at Monmouth College.

Any student making unsatisfactory progress at the end of any term will be counselled by his advisor or referred by his advisor to another person for academic counselling.

After three consecutive terms of unsatisfactory academic performance, a student's performance will be subject to review by the Petitions

and Academic Status Committee to determine his eligibility to continue his studies at Monmouth College.

Classification

All students will be classified at the beginning of the fall term on the basis of the number of term-course credits earned as follows: Freshman—less than eight term courses; Sophomore—8 but less than 16 term courses; Junior—16 but less than 25 term courses; Senior—25 or more term courses.

Degrees

Candidates for the Bachelor of Arts degree must make formal application to the Registrar one year in advance of their expected graduation. The course work may be completed at the close of any term, but the formal Commencement will be held in June. The senior year must be spent in residence at Monmouth College.

Honors at Graduation

Honors at graduation consist of College Honors or Departmental Honors or both.

COLLEGE HONORS. To be eligible to graduate *cum laude* a student shall have a cumulative grade-point average of 3.5 or higher. To be eligible to graduate *magna cum laude*, a student shall have a cumulative grade-point average of 3.75 or higher. To be eligible to graduate *summa cum laude*, a student shall have a cumulative grade-point average of 3.9 or higher.

DEPARTMENTAL HONORS. Outstanding performance in the fields of concentration will be recognized as a degree “with Honors” in the appropriate subject. Individual departments will award this honor on the basis of a student’s performance in the departmental comprehensive examination or other specially designed honor project.

Credit by Examination

A student in good academic standing may earn

credit in a course by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to prove mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C level shall be the minimum acceptable; however, individual departments may set higher standards. A student may not earn credit by examination for any course for which he has already earned credit. A maximum of one term course credit per term can be earned through credit by examination. The fee is \$100 for each examination.

Prior to taking such an examination, a student must secure the written approval of his adviser, the chairman of the department, the instructor who will administer the examination, and the Dean of the College. The student shall be advised of the scope of the examination and whether the department requires minimum performance of a higher level than C.

Transfer of Credits

Courses taken at other accredited institutions will be transferred on the basis of .3 term course credits per semester hour credit providing that a grade of C or better was received and that the course is acceptable at Monmouth College. Grades of courses transferred are not included in calculating grade-point averages.

Any junior college graduate who has been admitted to Monmouth College and who has completed a college transfer program will be admitted with junior standing (i.e. 18 term courses of transfer credit). A maximum of 18 term courses of junior college work may be accepted for transfer credit.

Written approval of the Registrar is required in advance for courses to be taken at another institution and accepted as transfer credit at Monmouth College.



MONMOUTH
COLLEGE
ADMINISTRATION

WOL

ADMISSION



ADMISSION

The Monmouth College admissions committee bases its decision on academic background, secondary school attended, recommendations of high school personnel, extracurricular activities, scores on college entrance examinations, course preparation, and intended college major.

Admission to the College is open to men and women of all races and all religious affiliations.

The Campus Visit

Prospective students are encouraged to make appointments and visit Monmouth College. Experience has shown the campus visit is an ideal way to form first-hand impressions of the College. The Admissions Office is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, when prospective students and their parents may visit classes, talk with students and professors and see the campus. Week-end interviews scheduled by appointment only. Appointments for campus visits should be made by writing or calling the Admissions Office in advance.

Requirements for Admission

Candidates for admission to Monmouth College must present a minimum of 15 secondary school units, including English, history, social science, foreign language, mathematics, and science (a unit is a subject carried for one school year). Applicants must also present the results of the College Board Scholastic Aptitude Test (SAT) or American College Testing Service (ACT). Students are urged to take one of these tests during the spring of their junior year, although senior tests are acceptable.

Application Procedure

- (1) The freshman or transfer student wishing to be admitted to Monmouth College should request application material from the Director of Admissions.
- (2) The application material must be completed and returned to the College with the fifteen dollar (\$15.00) application fee.

(This fee is not refundable and is not applicable to other college expenses.)

- (3) Results of the SAT or ACT tests of a freshman applicant must be received by the College before the application can be acted upon. Testing dates and locations and other information about the tests may be obtained from your high school counselor or by writing the Director of Admissions, Monmouth College.
- (4) Submit one reference from the High School principal or guidance counselor.
- (5) Contact the proper authority to release a record of High School grades.

Transfer Applicants

- (1) Transfer students are admitted at the beginning of each of the three terms or for the summer session.
- (2) Students with a 2.0 (C) or better cumulative average are likely candidates for admission. Financial assistance is available based on computations from the College Scholarship Service or the Illinois State Scholarship Commission. Candidates who have successfully completed a college transfer program at a two-year community College are assured the transferability of two full years of credit.

Candidates' Reply

All candidates for admission are required to send a \$100 deposit to confirm their acceptance. The deposit will be applied to tuition and charges, but is not refundable to students who do not enroll. A \$25 room deposit is also required. Rooms are reserved in the order in which deposits are received. The \$25 room deposit will be refunded in accordance with the college housing policy.

Early Decision

The MONMOUTH COLLEGE EARLY DECISION PLAN is designed for the student who wishes to make Monmouth his or her only choice college and to provide that student an

opportunity to complete his college plans by December of his senior year. Offered as an alternate plan to regular admission procedure, the EARLY DECISION PLAN eliminates the need for multiple applications and it is understood that if the candidate is accepted through this plan he will indeed attend Monmouth and will pay a deposit by December 1.

A student qualifying for an early admission decision must rank in the TOP THIRD of his high school class at the end of six semesters (junior year) and must present the results of the SAT or ACT and otherwise follow the general application procedure outlined on the previous page.

Students desiring EARLY DECISION must have all application materials on file with the College by November 1. Junior scores are required. Notification will be made no later than November 15. A deposit is required within two weeks of notification.

Advanced Placement for Freshmen

Monmouth grants advanced placement, college credit and reduction of the distribution requirements to entering students who have demonstrated college-level preparation. Advanced Placement tests of the College Entrance Examination Board, tests given at Monmouth during orientation week, and high school records may be used as a basis for granting advanced placement.

Application for advanced placement should be made to the Dean of the College. Credit may be recorded if it does not void necessary admissions units. The granting of credit is authorized by the Dean of the College upon recommendation of the instructor who gives the course, the head of the department concerned, and the student's faculty adviser.

Honors-at-Entrance

To recognize and reward outstanding achievement by high school seniors applying for admission to Monmouth College, an Honors-at-Entrance program has been established. A student may qualify for Honors-at-Entrance whether or not he has received financial aid.

High school seniors who rank in the upper 10 per cent of their graduating class will receive Honors-at-Entrance, including a certificate of merit issued by the College prior to the beginning of the academic year.

Single Application Method

As a member of the Associated Colleges of the Midwest, Monmouth offers applicants who desire to apply at two or more ACM schools the opportunity to apply through the Single Application Method. Details on SAM are available from the Admissions Office.

Tuition and Fees

1972-73

Charges for attending Monmouth College are comparable with the high standards of academic excellence which the College maintains and advances. Tuition and fees of the individual student, however, cover less than the total cost of the Monmouth educational program. The balance is comprised of gifts to the College from its alumni, parents of students, friends, foundations, and corporations as well as income earned from endowments.

Tuition per term	\$824.00
Room and Board per term	375.00
(21 meals per week)	
Student Activity Fee per term	15.00

The charge for tuition is \$2,470 for the academic year. This includes instruction and laboratory fees, student health service, admission to all athletic contests, concert-lecture series events, and plays. A student activity fee of \$45.00 for the year is assessed each student. This money is used by the Student Association to support the Community Activities Board, the yearbook, and literary magazine. It also serves to cover the cost of special convocations and social events on campus. In addition currently 16% of the total activity fee constitutes a yearly subscription to the school newspaper, The Monmouth Oracle. Charges for laboratory breakage and art supplies are billed at the end of each term. Additional funds,

depending upon the student, should be budgeted for books, clothing, recreation, and other miscellaneous and personal items.

Payments

All fees and charges are due and payable prior to the beginning of the term in which the student is enrolled. No student will be permitted to register until he has paid his account in full or completed loan arrangements. Official enrollment is completed when fees due have been paid.

Students having outside scholarships or loans, not already credited to their account by day of registration, must have written confirmation from the source before they will be permitted to register.

Disabled Veterans will be treated as paid students if the Business Office has received VA Form 21E-1905 (Authorization and Certification of Entrance or Re-entrance Into Training) from the Veteran's Administration.

Students shall pay all accounts due the College in accordance with regulations set forth for such payments by the College.

While Monmouth College makes every effort to keep tuition and other expenses as low as possible, the College reserves the right to adjust tuition and fee schedules annually as required to maintain high quality educational programs.

Monmouth College participates in two Federal Loan programs which aid in the financing of a student's education. These include the College Student Guaranteed Loan Program and the National Defense Student Loan Program.

Parents who desire to spread payment over several months may use the Monmouth College Pre-Payment Plan or one of several commercial plans available. Detailed information about these plans is available on request from the Business Office.

Room and Board Charges

The basic charge for room and board for the 1972-73 academic year is \$1,125. The first meal following a vacation period will be the morning of the day classes are resumed. The

dining room will be closed during the period between final examinations and registration for a new term.

Miscellaneous Fees

Application fee	\$ 15.00
Student Teaching fee	10.00
(Education 450)	
*Course credit by examination	100.00
*Late Registration fee	10.00
Late Payment fee	10.00
*Changes of Registration fee	5.00
(After first week of classes in each term)	
Practice Room fee for piano, voice and instruments per term:	
One lesson weekly	7.50
Two lessons weekly	10.00
Private lessons on a non-credit basis	25.00

**These fees will not be billed to the parent and must be paid by the student prior to the time the action is taken.*

(Private lessons in music on a credit basis are available at no extra tuition charge to those students registered as full-time students who qualify for credit status through auditions. Private lessons in music on a non-credit basis are available at \$25 per term.)

Part-time Students

Students enrolled for less than a two-term course load are considered to be part-time students. Written permission to be a part-time student must be obtained from the Dean of the College prior to the beginning of the term. Tuition for part-time students is charged at the rate of \$275 per term course and fractional courses are charged on a pro-rata basis. Students carrying two or more courses must pay full tuition.

Special Students

Students who are not candidates for a degree are classified as special students. Permission to register as a special student must be obtained from the Dean of the College.

Auditing Courses

Full-time students may audit courses without credit and without charge in addition to their regular academic program. The students, however, must have the permission of the instructor and the approval of the Dean of the College. Written permission of the instructor is required before an audited course is listed on the student's permanent record. Part-time students will be charged \$137.50 per course audited.

Special Examinations

Students who are absent from a regularly scheduled hour examination may be permitted to take a special makeup examination at the discretion of the instructor. Students missing a final examination for any reason other than illness must petition the Petitions and Academic Status Committee, secure the instructor's approval, and pay a \$10.00 special examination fee in order to take a makeup examination.

Transcripts

A fee of \$1 will be charged for each copy of transcript requested. Transcripts will be issued only upon written request. All transcripts must be paid for before transcripts are issued. Unless all obligations to the College are paid, no transcripts will be issued.

Advance Deposit

When notified of admission, new students are required to pay a \$100 advance deposit. This deposit will be applied to the tuition and charges at Monmouth College.

In order to be eligible for a refund of the Advance Deposit, the following procedures must be followed:

- (1) If a student does not plan to return for the Fall Term, Term I, he must notify the Business Office in writing by May 1 that he is not returning.
- (2) If a student does not plan to return for Term II or Term III he must notify the Business Office in writing before the first day of classes for that particular term.

- (3) The \$100 Advance Deposit paid by new students is not refundable unless the student enrolls and then follows the above procedures.

These policies apply to all students attending Monmouth College regardless of their class status. The \$100 Advance Deposit will be forfeited unless the above procedures are followed.

Refunds

If a student withdraws from the College, refunds of tuition only will be made in the following manner:

Two weeks or less	80 per cent
During the third week	60 per cent
During the fourth week	40 per cent
During the fifth week	20 per cent
Thereafter	no refund

The first week ends on the first Saturday after the opening of classes.

No refund of tuition is made to a student dismissed or suspended for disciplinary reasons.

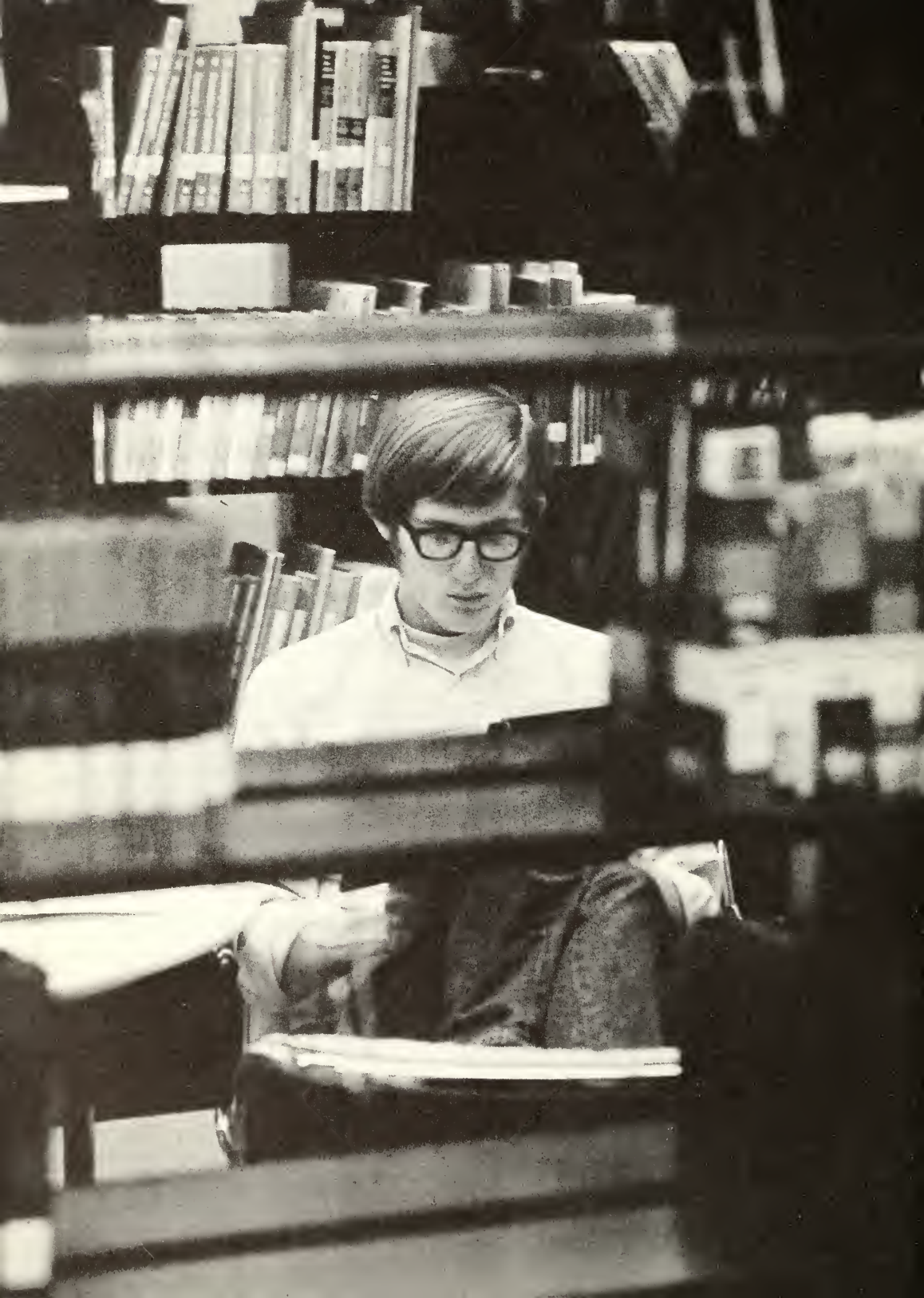
Refunds of board charges will be based on the unused portion of the term, less a penalty of two weeks.

Room rent is not refundable under any circumstances. Students unable to abide by residence hall regulations or who show marked unwillingness to cooperate with the house director may be asked to move from their rooms without privilege of refund.

Financial Aid

Students who meet admissions standards may apply for financial assistance if a financial NEED exists. Within the limitations of the resources available the NEED of each qualified student is met through a combination of scholarship, loan, and campus employment.

To determine financial NEED, a student and his parents prepare a PARENTS' CONFIDENTIAL STATEMENT, giving information about the family's income, assets, debts, and other conditions affecting the student's resources.



The form is sent by the applicant to the COLLEGE SCHOLARSHIP SERVICE (Evanston, Berkeley or Princeton), which computes an estimate of the family's financial means and furnishes a report to the College. The report states how much the family might reasonably be expected to pay toward the student's college expenses. The PCS report, with other information the College may have, determines the amount and types of financial aid which may be awarded. PARENTS' CONFIDENTIAL STATEMENT forms may be obtained from school guidance offices or from the Office of Student Financial Aid at Monmouth College. It is strongly recommended that the student file the necessary forms in September as the computation process requires from six to eight weeks.

All awards are for one year. Continued financial aid can be requested and is awarded on the basis of the student's resources determined from the current Parents' Confidential Statement and the availability of funds. Failure to maintain the required scholastic average will result in withdrawal of the financial aid award.

Returning students holding awards must re-apply before March 15 each year to obtain aid for the following academic year.

Scholarships

Scholarships are awarded to both entering and returning students who have demonstrated financial need and whose academic record indicates promise or continued academic achievement.

National Merit

Monmouth College sponsors a selected number of Merit Scholarships which are available to seniors in all secondary schools in the fifty states, District of Columbia and certain territories and possessions. They are awarded on a competitive basis. Awards range from \$100 to \$1,500 and are based on financial need.

National Presbyterian College Scholarship

Monmouth College sponsors a selected number

of National Presbyterian College Scholarships which are available to entering freshmen who are communicant members of the United Presbyterian Church, U.S.A. and who rank in the top quarter of their secondary school class at the end of their junior year.

Illinois State Scholarship and Grant Program

In order to "remove financial barriers to college attendance; to expand college choice; and to permit thousands of students to attend non-public colleges who would have otherwise attended public colleges. . . ." the Illinois State Scholarship Commission has established a program of scholarships and grants for students with financial need. These scholarships and grants may be used at Monmouth College, and if further need exists, may be supplemented by Monmouth College financial aid.

ILLINOIS STATE SCHOLARSHIPS are awarded competitively on the basis of American College Testing Program (ACT) examination scores and high school class rank. The ACT examination must be taken in the spring or summer prior to the high school senior year and the applicant must designate the Illinois State Scholarship Commission (Code No. 1047) as a recipient of the scores. Illinois State Scholars receive up to \$1,200 per year depending upon financial need.

ILLINOIS STATE GRANTS are non-competitive and are based upon need. All Illinois residents intending to attend college in Illinois as full-time students are eligible to apply. These grants amount to up to \$1,200 per year. Further information concerning the Illinois State Scholarship and Grant Program can be obtained from your guidance counselor or from the Director of Student Financial Aid at Monmouth College. Supplementary gift assistance and loans are available from Monmouth College for Illinois State Scholarship and Grant recipients.

Educational Opportunity Grant Program

THE EDUCATION OPPORTUNITY GRANT PROGRAM, authorized by the Higher Education Act of 1965, began in the fall of 1966. Its

main purpose is to make a college education available to high school graduates of exceptional financial need.

Grants ranging from \$200 to \$1,000 are made to students for each of the four years of undergraduate study. Monmouth College selects student recipients.

National Defense Student Loan Program

Monmouth administers NATIONAL DEFENSE STUDENT LOAN FUNDS from which qualified students may borrow up to \$1,000 each year. The student makes repayment to the Monmouth College Service Center over a 10-year period beginning nine months after he ceases at least one-half time study. Interest at three per cent starts to accrue at the beginning of the repayment period. Repayment is not required and no interest accrues while the student borrower is serving in the Armed Forces, the Peace Corps, or VISTA (Volunteer in Service to America), up to a maximum of three years. Deferment also may be obtained while the borrower is pursuing at least half-time attendance at an accredited institution of higher education in the United States or at a comparable institution abroad.

For borrowers who enter the full-time teaching field, a maximum of 50 per cent of loan indebtedness plus interest may be canceled at the rate of 10 per cent each year of teaching service. Borrowers who teach in certain eligible schools in areas of primarily low-income families or who teach the handicapped may qualify for cancellation of their entire loan obligation at the rate of 15 per cent per year.

Guaranteed Loan Program

The Office of Education also sponsors a loan program which may enable a student to borrow money directly from a savings and loan association, credit union, bank, or other participating lender. The general outline was established by Federal law; but each State administers the program according to slightly different procedures. Depending on his year in school, a student may borrow up to a maximum of \$1,500; in some States, this maximum is

\$1,000 per year. If the adjusted family income is under \$15,000 per year, the Federal Government will pay the full interest charged on this loan while attending school, and prior to the beginning of the repayment period. Repayment begins on a date between 9 and 12 months after completing the course of study or leaving school. The maximum repayment period is 10 years, although minimum repayment requirements may reduce this. Deferment of repayment may be authorized for service in the military, Peace Corps, or VISTA; or for any period of return to full-time study.

United Student Aid Funds, Inc.

Loans granted through the United Student Aid Funds, Inc., also are available. This is a national non-profit corporation established to endorse bank loans up to \$1,500 a year at a maximum of seven per cent interest to deserving college students who could not otherwise obtain such loans. Applications are available from the Office of Student Financial Aid or participating lending institutions.

Other Loan Funds

Monmouth College administers the Mary Janet Downie Loan Fund established in memory of Mary Janet Downie by her parents, Mr. and Mrs. Walter Downie, and the Jeanette McFarland Loan Fund established under the will of Miss Jeanette McFarland of Cambridge, Ohio. Loan funds are also available through the Henry Strong Educational Foundation and the Albert N. Merritt Foundation.

Veterans Educational Benefits

THE VETERANS READJUSTMENT BENEFITS ACT OF 1966, as amended February 1970, provides a permanent program of benefits of \$175 per month plus an allowance for each dependent to veterans who have served or who will serve in the U.S. armed forces since January 31, 1955. Among these benefits are educational assistance provisions, which went into effect June 1, 1966.

To be eligible the veteran must have a discharge that is other than dishonorable and he

must not have exhausted his eligibility under previous programs.

Veterans with more than 180 days active duty, any part of which occurred on or after February 1, 1955, are eligible for one month of college, vocational or similar education for each month or fraction of a month on active duty. Application blanks and full information are available at VA offices and at colleges and educational centers.

ORPHANS OF DECEASED VETERANS BENEFITS: Orphans of deceased veterans are eligible for educational benefits under Title 38, U.S. Code, Chapter 35, formerly P.L. 634 provided the death of the veteran parent resulted directly from military service or from a cause directly attributable to military service.

Public Law 89-222, signed September 10, 1965, increases the monthly assistance allowance to eligible War Orphans. This law also relaxes the eligibility requirements. Now a child of any person who died or became totally disabled while in service is eligible for assistance.

Part-time Student Employment

There are approximately 400 part-time student jobs available on campus, which include office clerical work, building and campus maintenance, switchboard operation, library clerical work, residence hall counseling and food service duties. Residence hall counseling positions pay a stipulated amount per year. Other jobs are at varying hourly rates, paid monthly.

Student assistantships in the various instructional departments provide a limited number of jobs to upperclass students recommended by department heads.

The Office of Student Financial Aid lists community part-time jobs and notifies students who have indicated an interest in part-time work.

Scholarships, Prizes, and Endowment

The scholarships, prizes, and endowed funds listed below have been made possible through

the generosity of alumni and friends of the College and through other organizations and businesses interested in supporting independent higher education. It is hoped that recipients of financial aid will in later life, when circumstances permit, help to continue this program for the benefit of future generations of students.

ENDOWED SCHOLARSHIPS

ADDLEMAN SCHOLARSHIP
DR. AND MRS. J. A. BARNES SCHOLARSHIP
SARAH HOLMES BIGGER SCHOLARSHIP
BIGGSVILLE SCHOLARSHIP
BOHART SCHOLARSHIP
N. H. AND ISABELLE BROWN SCHOLARSHIP
GEORGE H. BRUSH SCHOLARSHIP
J. BOYD CAMPBELL SCHOLARSHIPS
HATTIE BOYD CAMPBELL SCHOLARSHIP
FRANK M. CARNAHAN MUSIC SCHOLARSHIP
JOHN CAROTHERS SCHOLARSHIPS
CLASS OF 1901 SCHOLARSHIP
CRIMSON MASQUE SCHOLARSHIP
C. G. DENISON-WILLIAM M. STORY
SCHOLARSHIP
JOHN S. AND MARY LOUISE DIFFENBAUGH
SCHOLARSHIP
LOIS DIFFENBAUGH SCHOLARSHIP
SELMA AND SELIG EDELMAN SCHOLARSHIP
ELDER MINISTERIAL AND CHRISTIAN WORK
SCHOLARSHIP
BELLA B. ELLIOTT SCHOLARSHIP
ELMIRA SCHOLARSHIP
JOHN Q. FINDLEY SCHOLARSHIP
FIRST WASHINGTON SCHOLARSHIP
FREW SCHOLARSHIPS
ALVIN W. GALLOWAY SCHOLARSHIP
GARRITY SCHOLARSHIP
GIBSON SCHOLARSHIP
JOHN CHARLES HANNA SCHOLARSHIP
SMITH HAMILL SCHOLARSHIP
HANOVER SCHOLARSHIP
HARMONY MEMORIAL SCHOLARSHIP
JANET SHAW HAYES SCHOLARSHIP
LUCIA ELLIOTT HILL SCHOLARSHIP
MABEL HINMANN SCHOLARSHIP
HUME SCHOLARSHIP
LT. M. DON ISAACSON SCHOLARSHIP
ANDREW JOHNSTON SCHOLARSHIP
JOHNSTON SCHOLARSHIP
ELIZABETH M. KELLER SCHOLARSHIP
EMMA BROWNEE KILGORE SCHOLARSHIP
MRS. MARY ELIZABETH KILPATRICK
SCHOLARSHIP

JANE KINKAID SCHOLARSHIP
 MATTIE KINKAID SCHOLARSHIP
 JOHN BARNES KRITZER SCHOLARSHIP
 LAFFERTY SCHOLARSHIPS
 MARGARET LORD MUSIC SCHOLARSHIP
 OLIVE J. LOWRY SCHOLARSHIP
 M. M. MAYNARD MEMORIAL SCHOLARSHIP
 KATHRYN ARBELLA McCAUGHAN
 SCHOLARSHIP
 MARY COOKE McCONNELL MEMORIAL
 SCHOLARSHIP
 HOMER McKAY SCHOLARSHIP
 McLAUGHLIN BROTHERS SCHOLARSHIP
 SPECIAL ANNIVERSARY SCHOLARSHIP,
 MRS. MINNIE McDILL McMICHAEL
 LOUISE C. AND MAX W. MILLS SCHOLARSHIP
 NASH SCHOLARSHIPS
 MILDRED STEELE NEARING SCHOLARSHIPS
 NORWOOD SCHOLARSHIP
 LaVERNE NOYES SCHOLARSHIP
 ADAM OLIVER SCHOLARSHIP
 ROBERT Y. PARK SCHOLARSHIP
 LUELLA OLIVE PARSHALL SCHOLARSHIP
 MARGARET POLLACK SCHOLARSHIP
 MARGARET WHITE POTTER MEMORIAL
 SCHOLARSHIP
 PRUGH SCHOLARSHIP
 READER'S DIGEST FOUNDATION
 SCHOLARSHIP
 PRUDENCE MARGARET SCHENK
 SCHOLARSHIP
 MARION B. SEXTON SCHOLARSHIP
 SHIELDS SCHOLARSHIPS
 SOMONAUK SCHOLARSHIP
 SPRING HILL SCHOLARSHIP
 ST. CLAIR SCHOLARSHIP
 STRONGHURST SCHOLARSHIP
 J. B. TAYLOR SCHOLARSHIP
 NANNIE J. J. TAYLOR SCHOLARSHIP
 ESTHER M. THOMPSON SCHOLARSHIP FUND
 MARTHA THOMPSON SCHOLARSHIPS
 HENRY A. TODD SCHOLARSHIP
 J. L. VAN GUNDY SCHOLARSHIP
 ALALINE WILKIN WADDELL SCHOLARSHIP
 MARTHA WALLACE SCHOLARSHIP
 J. F. WATSON SCHOLARSHIP
 WHITE SCHOLARSHIP
 DAVID A. AND ELIZABETH CAMERON
 WHITEMAN SCHOLARSHIP
 ELI B. AND HARRIET B. WILLIAMS FUND
 WOODBURN MEMORIAL SCHOLARSHIP
 WOODS SCHOLARSHIPS
 MARGARET N. WORDON SCHOLARSHIP
 JOHN WRIGHT SCHOLARSHIP
 XENIA SCHOLARSHIP

SPECIAL SCHOLARSHIPS

BOARD OF CHRISTIAN EDUCATION
 SCHOLARSHIP
 PEG STONEROOK BRINKER SCHOLARSHIP
 (MORTAR BOARD)
 EXCHANGE CLUB SCHOLARSHIP
 GRADUATE "M" CLUB AND "M" CLUB
 SCHOLARSHIPS
 ROBERT T. LUDWIGSEN MEMORIAL
 SCHOLARSHIP
 THE PRESIDENT'S SCHOLARSHIP
 ROTARY CLUB SCHOLARSHIP

Annual Prizes and Awards

FORENSICS EMBLEM

This medal is presented by the College and the Forensic League to those who have represented the College in intercollegiate debate or oratory.

THE SELIG AND SELMA EDELMAN PRIZE SCHOLARSHIP

This prize scholarship, representing the annual yield on a \$5,000 endowment, is awarded for the best essay dealing with the topic "Contemporary Values in the Old Testament." The essays are written in consultation with the Department of Religious Studies and are judged by the members of that department.

THE CLIFF STRUTHERS HAMILTON PRIZE

A prize of \$400 is awarded to an outstanding senior man or woman who will go into the profession of chemistry or medicine and who has completed, with the exception of the final semester, requirements of the curriculum accredited by the American Chemical Society.

THE LULU JOHNSON McCOY PRIZES

These prizes, endowed by her husband, J. Clyde McCoy, consist of \$50 and \$25 to be awarded to students of outstanding quality who are majoring in music.

THE WILLIAM B. McKINLEY PRIZES IN ENGLISH

In 1925 Senator William B. McKinley of Illinois endowed two prizes of \$50 each to encourage individual research and advanced work in English. The prizes are awarded to students who offer the best theses on specially designed subjects.

LENA LEE POWELL PI BETA PHI PRIZE

This \$200 award, endowed by Ervin D. Powell, is awarded each year to a member of Alpha Chapter of Pi Beta Phi of exceptional quality.

MARY PORTER PHELPS PRIZE

A prize of \$50 is awarded to the student who, in the judgment of the faculty, has manifested superiority in scholarship, thrift and economy, and development of character. Only those who have completed at least two years' work at Monmouth College are eligible for this prize.

SIGMA TAU DELTA FRESHMAN PRIZES

Rho Alpha Chapter of Sigma Tau Delta offers three prizes on Commencement Day to the freshmen writing the best compositions in verse or prose. Entries must be prepared especially for this contest.

DAN EVERETT AND EVA CLARK WAID PRIZE

This prize of \$100 is endowed by Mr. and Mrs. Waid of New York, and is awarded by the faculty on the basis of all-around excellence and development.

THE WAID PRIZES

Six prizes are offered for biographical reading as a means of cultivating interest in biography among college students. Three prizes of \$25, \$15, and \$10 are offered to freshmen. Three similar prizes are available to members of the three upper classes. These prizes were endowed by Dan Everett Waid, '87.

ROBERT T. LUDWIGSEN MEMORIAL SCHOLARSHIP

A scholarship of \$100 is presented annually to an outstanding sophomore chemistry major in memory of Robert T. Ludwigsen, a 1955 chemistry graduate of Monmouth College.

THE LUBRIZOL SCHOLARSHIP

A prize of \$300 supported by The Lubrizol Foundation is awarded annually to a junior chemistry major on the basis of both financial need and ability.

Library Endowments

THE JOHN A. AND MARGARET J. ELLIOTT LIBRARY OF RELIGIOUS EDUCATION

THE KAPPA KAPPA GAMMA MEMORIAL FUND THE JOHN LAWRENCE TEARE MEMORIAL LIBRARY FUND

Endowed Professorships

ALUMNI PROFESSORSHIP OF PHILOSOPHY, endowed by alumni of the College in 1881 and held by Dr. Samuel Thompson, Professor Emeritus of Philosophy.

PRESSLY PROFESSORSHIP OF NATURAL SCIENCE, endowed by W. P. Pressly of Illinois in 1886 and held by Dr. John J. Ketterer, Professor of Biology.

JOHN YOUNG CHAIR OF BIBLE, endowed by the United Presbyterian Church Board of Christian Education and held by Dr. Charles J. Speel, II, Professor of Religious Studies.

Killough Lecture Fund

Endowed by the Hon. W.W. Stetson of Auburn, Maine, to bring speakers to the College campus.

McMullen Lecture Fund

Endowed by Mrs. Donald McMullen of Silver Springs, Maryland, to bring biological speakers to the college campus.

Memorial Funds

Current memorial funds honoring former students, faculty-members, and friends of Monmouth College include:

Bonnie Peterson
James McClintock
Cyrus R. Osborn
Donald B. McMullen
Ivory Quinby, Jr.
Bertha McKinnie Phelps
Dr. Hugh B. Speer



WOL

DIRECTORIES



0 THE MONMOUTH COLLEGE SENATE

Responsibility for the control and operation of the entire program of the College is vested by charter in the Monmouth College Senate. Meeting three times a year, the Senate sets policy for the College, oversees the activities of the faculty and administration and works with both groups in establishing plans for the long-range development of the institution.

Senate members come from widely varied geographical areas and represent a number of occupations and professions. The Senate includes seven operating committees: Academic Affairs, Nominations and Degrees, Finance and Business Affairs, Physical Facilities, Development, Student Affairs, and Admissions.

The Officers

RICHARD D. STINE, President, Monmouth College, Monmouth, Illinois, *ex officio*.

LEE L. MORGAN, *Chairman*; President, Caterpillar Tractor Company, Peoria, Illinois.

N. BARR MILLER, '28, *Vice Chairman*; Partner, Haynes & Miller, Counselors at Law, Washington, D.C.

MRS. H.A. LOYA, '40, *Secretary*, Administrative Assistant to the President, Monmouth College, Monmouth, Illinois.

ROBERT E. ACHESON, *Treasurer*; Operations Supervisor (Retired), Illinois Bell Telephone Company, Monmouth, Illinois.

Senate Emeriti

JOHN J. KRITZER, '15, Attorney, Monmouth, Illinois.

CHALMER P. SPIKER, President (Retired), National Bank of Monmouth, Monmouth, Illinois.

ROBERT T. McCLOSKEY, Legislative Consultant, Monmouth, Illinois.

Senate Membership

JOHN C. BAILAR, JR., Professor of Inorganic Chemistry, University of Illinois, Urbana, Illinois.

BENJAMIN F. BAILAR, Senior Assistant Postmaster General, U.S. Postal Service, Washington, D.C.

BOYD B. BROWNELL, Vice President General Motors Corporation, General Manager Electro-Motive Division, LaGrange, Illinois.

PETER H. BUNCE, President, Bunce Building Corporation, St. Louis, Missouri.

CORTLEY BURROUGHS, Pastor, First United Presbyterian Church, Alton, Illinois.

ROBERT J. CLENDENIN, '26, Attorney, Monmouth, Illinois.

KENNETH E. CRITSER, Partner, Kritzer, Stansell & Critser, Attorneys at Law, Monmouth, Illinois.

ROGER J. FRITZ, '50, President, Willamette University, Salem, Oregon.

JOHN S. GILMORE, Senior Research Economist, Denver, Research Institute, Denver, Colorado.

W. JEROME HATCH, '57, Personnel Coordinator, State of Illinois Board of Regents, Springfield, Illinois.

CONRAD HILBERRY, Professor of English, Kalamazoo College, Kalamazoo, Michigan.

MISS PATRICIA HOFSTETTER, '48, Judge, Whittier Municipal Court, Whittier, California.

GORDON JACKSON, '40, Dean, Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania.

SIGMUND KUNSTADTER, Chairman (Retired), The Formfit Company, Chicago, Illinois.

WILLIAM M. LeSUER, '48, Vice President, Research and Development, The Lubrizol Corporation, Cleveland, Ohio.

JAMES M. LEXVOLD, '55, Chairman of the Board, Sauk Valley Manufacturing Company, St. Charles, Illinois.

MRS. RALPH A. LIDDLE, Fort Worth, Texas.

DANIEL M. MacMASTER, President and Director, Museum of Science and Industry, Chicago, Illinois.

A. BRUCE MAINWARING, Chairman of the Board, Uniform Tubes, Inc. Collegeville, Pennsylvania.

JAMES W. MARSHALL, M.D., '36, Physician, Monmouth, Illinois.

GRAHAM McMILLAN, '37, Vice President, Research and Development, Commercial Solvents Corporation, Terre Haute, Indiana.

LOUIS W. MENK, Chairman of the Board and Chief Executive Officer, Burlington Northern Inc., St. Paul, Minnesota.

HUGH MOFFETT, '31, Former Assistant Managing Editor, LIFE Magazine, New York, New York.

PETER A. NELSON, '54, Vice President, Needham, Harper & Steers, Chicago, Illinois.

JAMES J. NIXON, JR., '50, Partner, Nixon, Gray & King, Attorneys at Law, Boston, Massachusetts.

WILLIAM R. O'NEILL, Pastor, Westminster Presbyterian Church, Peoria, Illinois.

ANDREAS A. PALOUMPIS, Dean of Instruction, Illinois Central College, East Peoria, Illinois.

BLAIR A. PHILLIPS, JR., Executive Vice President, Shearson, Hammill and Co., Inc., New York, New York.

WILLIAM C. PINE, '39, Scholarship Program Director, Ford Motor Company Fund, Dearborn, Michigan.

JOHN W. SERVICE, '35, Division Manager, Salary Administration, Deere & Company, East Moline, Illinois.

HARRISON I. STEANS, Chairman of the Board, First National Bank of Highland Park, Highland Park, Illinois.

SCOTT D. THOMSON, Superintendent, Evanston Township High School, Evanston, Illinois.

PAUL E. WARFIELD, '24, Brigadier General, AUS (Retired), President, Warfield-McCullough, Monmouth, Illinois.

DONALD G. WHITEMAN, '49, Vice President, United Bank of Arizona, Phoenix, Arizona.

NEWTON K. WILSON, '29, Vice Chairman of the Board, Sky Chefs, Incorporated, New York, New York.

H. DONALD WINBIGLER, '31, Academic Secretary, Stanford University, Stanford, California.

THE FACULTY

RICHARD D. STINE 1970
President. A.B., University of Pennsylvania, 1947; Ph.D., *ibid.*, 1951.

Professors Emeriti

EVA H. CLELAND, Professor of English Emerita.

DOROTHY DONALD, Professor of Spanish Emerita.

ROBERT W. GIBSON, President Emeritus.

MARTHA M. HAMILTON, Assistant Professor of Art Emerita.

THOMAS H. HAMILTON, Professor of Appreciation of Art Emeritus.

ALBERT C. NICHOLAS, Professor of Education Emeritus.

MADGE SANMANN, Professor of Sociology Emerita.

SAMUEL M. THOMPSON, Alumni Professor of Philosophy Emeritus.

CHARLES E. WINGO, Professor of Education Emeritus.

Active Faculty

ALLISON, DAVID C. 1962
Associate Professor of Biology. B.S., University of Illinois, 1956; M.S., *ibid.*, 1957; Ph.D., Pennsylvania State University, 1960.

ARRISON, JOHN D. 1962
Assistant Professor of Mathematics. B.S., Michigan State University, 1956; M.S., *ibid.*, 1958, Ph.D., University of Iowa, 1970.

BEHRING, DANIEL W. 1971
Dean of Students and Assistant Professor. B.A., Ripon, 1962; M.A., Ohio University, 1964; Ph.D., *ibid.*, 1969.

BLUM, HARLOW B. 1959
Associate Professor of Art. B.F.A., University of Illinois, 1956; M.A., Michigan State University, 1959; M.F.A., Syracuse University, 1966.

BOONE, G.E. 1965
Lecturer in Oriental Art. Commander, USN (Retired).

BOONE, KATHARINE P. 1965
Lecturer in Oriental Art. A.B., Monmouth College, 1930; M.A., Pennsylvania State University, 1936.

BOSWELL, GRACE H. 1962
Assistant Professor of English. A.B., LaGrange College, 1949; M.A. University of Georgia, 1952; Ph.D., *ibid.*, 1960.

BOSWELL, R.D., JR. 1962
Professor of Mathematics. B.A., Mississippi State University, 1950; M.S., *ibid.*, 1951; Ph.D., University of Georgia, 1957.

BOWMAN, MILTON L. 1959, 1968
Associate Professor of Biology. B.S., University of Louisville, 1951; M.A., University of Missouri, 1954; Ph.D., *ibid.*, 1959.

BRETT, CECIL C. 1963
Professor of Government and History and Director, East Asian Studies. B.A., University of British Columbia, 1948; M.A., University of Washington, 1950; Ph.D., University of Michigan, 1956.

BUCHHOLZ, ROBERT H. 1950
Professor of Biology. B.S., Fort Hays State College, 1949; M.S., Kansas State College, 1950; Ph.D., University of Missouri, 1957.

CRAMER, PAUL 1946
Associate Professor of Mathematics and Engineering. A.B., Illinois College, 1925; M.A., University of Illinois, 1926.

CROW, MARY B. 1946
Associate Professor of History, A.B., Monmouth College, 1941; Ph.M., University of Wisconsin, 1945.

DANIEL, EARL 1971
Director of Admissions and Assistant Professor. B.S., Florence State, 1953; M.A., Peabody College, 1956.

DAVENPORT, F. GARVIN 1947
Professor of History. A.B., Syracuse University, 1927; A.M., *ibid.*, 1928; Ph.D., Vanderbilt University, 1936.

- DAVISSON, ANNA M. 1965
Reference Librarian and Instructor of Library Science.
B.A., Indiana University, 1961; M.A., *ibid.*, 1963.
- DeYOUNG, JAMES L. 1963
Assistant Professor of Speech. A.B., Beloit College,
1959; A.M., Bowling Green University, 1960.
- EHLERT, DAVID L. 1967
Assistant Professor of Mathematics. B.A., Knox Col-
lege, 1959; M.S., University of Chicago, 1961; Ph.D.,
ibid., 1968.
- EPLEY, DEAN G. 1970
Professor of Sociology. B.A., Kent State University,
1947; M.A., *ibid.*, 1950; Ph.D., Michigan State
University, 1953.
- FLEMING, MARY H. 1962
Instructor of Physical Education. B.S., MacMurray
College, 1946. (part-time)
- FOX, BERNICE L. 1947
Associate Professor of Classics. A.B., Kentucky
Wesleyan College, 1932; M.A., University of Ken-
tucky, 1934.
- FOXEN, JOHN R. 1970
Professor of Speech. B.A., Morningside College, 1950;
M.A., State University of Iowa, 1951; Ph.D., *ibid.*,
1957.
- FRITSCHI, HELEN V. 1970
Instructor of German. B.A., College of Wooster, 1960.
- GRIFFITHS, RICHARD L. 1967
Assistant Professor of Music, B.M.E., Wichita Univer-
sity, 1964; M.M.E., *ibid.*, 1966.
- GUILLERMO, EDENIA 1965
Associate Professor of Spanish. B.A., Instituto de
Matanzas, Cuba, 1935; Ed.D., University of Havana,
Cuba, 1939; Ph.D., *ibid.*, 1949.
- HASTINGS, WILLIAM M. 1968
Assistant Professor of Psychology and Sociology. B.S.,
Loyola University, 1962; M.A., Southern Illinois
University, 1966; Ph.D., *ibid.*, 1969.
- HAUGE, HARRIS R. 1963
Head Librarian and Associate Professor of Library
Science. B.A., St. Olaf College, 1949; M.A., Univer-
sity of Minnesota, 1951.
- HERBSLEB, JAMES R. 1956
Professor of Economics and Business Administration.
B.A., College of the Pacific, 1947; M.A., Temple
University, 1949; J.D., School of Law, Temple
University, 1949.
- JOHNSON, A. FRANKLIN 1966
Professor of Physics. B.S., University of Alberta, 1938;
M.A., University of Toronto, 1947; Ph.D., *ibid.*,
1949.
- JOHNSON, J. PRESCOTT 1962
Professor of Philosophy. A.B., Kansas City College,
1943; A.B., Kansas State College, 1946; M.S., *ibid.*,
1948; Ph.D., Northwestern University, 1959.
- JOHNSON, MARY J. 1972
Instructor of Education. B.A., Monmouth College,
1959; M.S.Ed., Western Illinois University, 1966.
- JONES, BERWYN E. 1963
Associate Professor of Chemistry. A.B., Nebraska
Wesleyan University, 1958; Ph.D., Kansas State
University, 1965.
- KENNEDY, ADELE 1946
Associate Professor of English. B.A., University of
Iowa, 1927; M.A., *ibid.*, 1928.
- KETTERER, JOHN J. 1953
W.P. Pressly Professor of Biology. B.S., Dickinson
College, 1943; Ph.D., New York University, 1953.
- KLOEPPPEL, PETER K. 1967
Assistant Professor of Physics. B.S., University of
North Carolina, 1952; M.S., University of Illinois,
1954; Ph.D., University of Chicago, 1963.
- KNOCHE, FRED M. 1972
Assistant Professor of Education. B.A., North Central
College, 1965; M.S., Michigan State U., 1967; Ph.D.,
ibid., 1971.
- LEEVEER, RICHARD S. 1961
Associate Professor of English. B.A., Illinois College,
1947; M.A., University of Texas, 1949; Ed.M.,
University of Illinois, 1954; Ph.D., *ibid.*, 1961.
- LIEDMAN, JEAN E. 1936
Professor of Speech. A.B., Monmouth College, 1927;
A.M., University of Wisconsin, 1935; Ph.D., *ibid.*,
1949.
- LIN, CHI Y. 1969
Assistant Professor of Government. A.B., Tunghai
University, 1961; M.A., Kansas State University,
1966; Ph.D., Southern Illinois University, 1969.
- LOYA, HEIMO A. 1936
Professor of Music. B.Mus., Chicago Musical College,
1936; A.B., Monmouth College, 1938; M.A., Univer-
sity of Iowa, 1941.
- MATTHEWS, MARGARET 1971
Lecturer in Art. Bachelor of Design, University of
Michigan, 1949; M.A., Art History, University of
Chicago, 1970.
- McCLANAHAN, PAUL H. 1964
Assistant Professor of Religious Studies and College
Chaplain. A.B., College of Wooster, 1937; B.D.,
Union Theological Seminary, 1942; S.T.M., *ibid.*,
1970.
- McCLINTOCK, ROY M. 1966
Associate Professor of Government. B.A., University

- of Oklahoma, 1948; M.A., *ibid.*, 1949; Ph.D., University of Missouri, 1961.
- McNAMARA, R. JEREMY 1964
Associate Professor of English and Associate Dean of the College. B.A., Kenyon College, 1953; M.A., University of North Carolina, 1954; Ph.D., Michigan State University, 1961.
- MELISKA, CHARLES J. 1969
Assistant Professor of Psychology. B.A., College of Wooster, 1963; M.A., Case Western Reserve, 1968, Ph.D., *ibid.*, 1970.
- MOULDING, MURRAY B. 1967
Assistant Professor of English. B.A., Cornell University, 1961; M.A., University of Iowa, 1965; M.F.A., University of Iowa, 1966.
- NAGEL, TERRY M. 1970
Assistant Professor of Chemistry. B.A., Macalester College, 1965; Ph.D., University of Minnesota, 1970.
- NELLIS, WILLIAM J. 1970
Assistant Professor of Physics and Director of Academic Computing Center. B.S., Loyola University, 1963; M.S., Iowa State University, 1965; Ph.D., *ibid.*, 1968.
- NICHOLS, JOHN E. 1968
Registrar and Director of Institutional Research. B.S., Northeast Missouri State College, 1960.
- OSBORNE, HARRY W. 1965
Professor of French. B.A., University of Iowa, 1943; M.A., *ibid.*, 1945; Ph.D., University of Wisconsin, 1949.
- PETERSEN, QUENTIN R. 1969
Professor of Chemistry. B.S., Antioch College, 1948; Ph.D., Northwestern University, 1952.
- PFUDERER, WILLIAM F. 1972
Instructor of Speech. B.A., Western Illinois University, 1971; M.A., *ibid.*, 1971.
- REDMON, ROBERT B., JR. 1972
Assistant Professor of Philosophy. B.S., North Carolina State U., 1961; M.A., U. of North Carolina, 1966; Ph.D., *ibid.*, 1969.
- REICHOW, WILLIAM L. 1965
Assistant Professor of Physical Education. B.S., University of Iowa, 1956; M.A., *ibid.*, 1957.
- RYAN, THOMAS J. 1971
Instructor in Music. B.M., Ohio State University, 1968; M.M., *ibid.*, 1970.
- SENN, DAVID J. 1970
Assistant Professor of Psychology. B.A., North Central College, 1962; M.A., Northern Illinois University, 1964; Ph.D., University of Massachusetts, 1967.
- SHAWVER, BENJAMIN T. 1946
Professor of Education. B.S., Parsons College, 1932; M.A., Columbia University, 1950; Ed.D., *ibid.*, 1952.
- SHOEMAKER, HOMER L. 1961
Lecturer in Accounting. B.S., University of Denver, 1950; M.B.A., *ibid.*, 1965; Certified Public Accountant, 1961.
- SKOV, CHARLES E. 1963
Associate Professor of Physics. A.B., Kearney State Teachers College, 1954; Ph.D., University of Nebraska, 1963.
- SPEEL, CHARLES J., II 1951
John Young Professor of Religious Studies. A.B., Brown University, 1939; S.T.B., Harvard University, 1949; S.T.M., *ibid.*, 1950; Ph.D., *ibid.*, 1956.
- SPITZ, DOUGLAS R. 1957
Associate Professor of History. A.B., Swarthmore College, 1949; M.A., University of Nebraska, 1955; Ph.D., *ibid.*, 1964.
- SPROSTON, MICHAEL E. 1968
Instructor of Music. A.B., Monmouth College, 1964; M.A., University of Iowa, 1966.
- STEGER, JACK M. 1971
Assistant Professor of Physical Education. B.S., New Mexico State University, 1951; M.S., Indiana University, 1957.
- THEURER, HANS D. 1971
Instructor of Business Administration. B.S., Indiana University, 1970; M.B.A., *ibid.*, 1971.
- TSELOS, GEORGE D. 1969
Assistant Professor of History. B.A., Carleton College, 1961; M.A., University of Minnesota, 1965; Ph.D., *ibid.*, 1970.
- URBAN, WILLIAM L. 1966
Associate Professor of History. B.A., University of Texas, 1961; M.A., *ibid.*, 1963; Ph.D., *ibid.*, 1967.
- VAN RYSWYK, RON 1972
Dean of the College and Professor of Education. B.S., Northwest Missouri State, 1951; M.S., *ibid.*, 1957; Ed.D., Syracuse U., 1960.
- WALTERSHAUSEN, GEORGE L. 1966
Assistant Professor of Art. A.B., Knox College, 1961; M.A., University of California, Berkeley, 1963.
- WASEM, JAMES L. 1967
Assistant Professor of Physical Education. B.S., Illinois Wesleyan University, 1957; M.S., Illinois State University, 1963.
- WEEKS, J. STAFFORD 1959
Professor of Religious Studies. A.B., Juniata College, 1942; B.D., United Theological Seminary, 1945; Ph.D., University of Chicago, 1962.
- WILLHARDT, GARY D. 1967
Assistant Professor of English. A.B., Monmouth Col-

lege, 1960; M.A., Ohio University, 1962; Ph.D., Ohio State University, 1967.		Monmouth College, 1935; M.S., University of Illinois, 1941.	
WILLIAMS, LYMAN O.	1963, 1969	WOODDALL, DEWEY	1971
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